

Re-focusing School Curriculum: Shaping Educational Vision Around the New Capital City of Indonesia

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Abstract

Human resource development is a key focus in the development of the Indonesian capital city. Elementary and secondary schools in Sepaku Regency, Penajam Paser Utara Regency, are the closest buffer zone to the New Capital City. Therefore, the quality of these schools is crucial in facilitating the development of the younger generation around the New Capital City. Adjustments to curriculum documents serve as guidelines for school administration, ensuring the quality of educational services provided. Therefore, training and mentoring in school curriculum development are crucial and have become the aim of this program. The method of this mentoring program was implemented through five phases from 2024 to 2025, with 12 elementary schools and two junior high schools in Sepaku District participating. The mentoring result demonstrated that each school was able to create comprehensive and aligned curriculum documents with a focus on in-depth learning. Challenges encountered during the training process included changes in the number of school representatives present at the training and mentoring activities. In early 2025, there was a shift in the curriculum guidelines toward in-depth learning. The finalization process for mentoring, incorporating key elements of in-depth learning into the curriculum documents, has been completed. It can be concluded that mentoring could support schools to re-focus their curriculum.

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INTRODUCTION

The relocation of Indonesia's national capital from the Special Capital Region of Jakarta to East Kalimantan represents a major national agenda that requires meticulous planning and a well-measured process (Bappenas, 2021; Shimamura & Mizunoya, 2020). Beyond the physical infrastructure, this transformation also raises widespread concerns regarding

social development and human capital formation ([Iswanto et al., 2025](#); [Satriawan, 2019](#)). The new capital city is envisioned not merely as an administrative center but as a livable, human-centered city that upholds the values of inclusivity and sustainability. Consequently, the quality of education in the surrounding and supporting regions of the New Capital City has become a strategic priority requiring coordinated efforts from multiple stakeholders.

The quality of education is fundamentally reflected in the school curriculum document. A school curriculum document serves as the blueprint for educational quality ([Mulenga, 2018](#)). It provides a structured, data-driven description of what a school aims to achieve and how those goals will be realized. Each school's curriculum operationalizes national and regional education regulations while contextualizing them according to the unique characteristics of the school environment ([Kemendikbudristek, 2022](#)). The vision, mission, and goals sections of the curriculum are particularly crucial, as they articulate the strategic direction and priorities of an educational institution ([Hastasasi et al., 2024](#)). Formulating these components is a foundational step in designing meaningful, student-centered learning.

The vision expresses the collective aspirations of the school community for the future, formulated through broad stakeholder participation. The mission outlines the specific actions that guide the institution toward realizing its vision and serves as a reference for short-term, medium-term, and long-term planning. The goals specify the expected outcomes within a defined timeframe, taking into account the distinctive characteristics and values of each school ([Setiawati et al., 2024](#); [Sukaningtyas et al., 2019](#)). The changes in curriculum need a positive mindset from all teachers, which will eventually transform the curriculum document into real school settings ([Komariyah et al., 2024](#)).

In the case of schools located in Sepaku District, one of the main supporting areas for the new capital, the development of the New Capital City has brought both opportunities and challenges. Several schools have received infrastructure support from the government, through the Public Works Office, as well as from private organizations such as Yayasan Pendidikan Astra - Michael D. Ruslim (YPA-MDR). However, these schools also face new contextual challenges, including dustier environments caused by large-scale construction, an influx of transfer students whose parents work in New Capital City development projects, and shifts in family and community dynamics that directly affect both students and teachers. The need to refocus the curriculum on these major changes is raised.

These evolving conditions highlight the urgent need for schools in the Sepaku area to strengthen their curriculum documents, particularly in aligning their vision, mission, and goals with the principles of deep learning and contextual responsiveness. Enhancing curriculum quality is therefore not only a technical necessity but also a strategic step toward ensuring that education in the New Capital City region grows in parallel with the nation's physical and social transformation.

METHODS

The training and mentoring program employed participatory action research with case- and problem-based (contextual) approaches with the real conditions of the partner schools. The following approaches were implemented:

Participatory Action Approach (PAA)

This approach was essential because the vision and mission must be collectively owned by all members of the school community ([Sukardi, 2020](#)). The training process involved as many stakeholders as possible, including school principals, teachers, education staff, school committees/parents, and even student representatives. Rather than using a lecture-based format, the sessions were designed as interactive discussions to explore the school's strengths, weaknesses, opportunities, and challenges (SWOT/Context Analysis). Through

collaborative activities, participants developed revised versions of the Vision, Mission, and Goals, ensuring that all voices were represented and valued.

Case-Based Approach

This approach ensured that the training content was directly relevant to each school's real context. Using each school's data and local challenges as case materials, participants analyzed and refined their vision and mission statements. These cases were discussed through group work and worksheets completed during both the training and mentoring sessions, allowing participants to apply theoretical principles to their own school realities.

A structured document review process was implemented to ensure consistency and validity of curriculum content across schools. Each school's curriculum was assessed based on specific indicators, such as completeness of sections, clarity of vision–mission–goals alignment, and integration of deep learning principles. Mentors and participants jointly validated the documents through feedback sessions, resulting in measurable improvements.

Coaching and Mentoring Approach

Since meaningful change requires time, ongoing mentoring was a critical part of the program. Mentors not only delivered materials but also guided schools in implementing the revised curriculum in practice. Through school visits and observations, mentors directly observed the implementation of the vision and mission in school activities (e.g., classroom interactions, teacher meetings). Reflection and evaluation sessions followed, enabling participants to identify challenges, celebrate successes, and make adjustments to improve coherence and sustainability.

Throughout the mentoring process, data was collected through observations, interviews, and document reviews at each stage of implementation. Participants were encouraged to record their progress and reflections after each workshop or mentoring session. These reflective notes were later analyzed to identify patterns of improvement and challenges faced by schools. This process not only provided evidence for evaluating the program's effectiveness but also fostered a deeper understanding among participants about how curriculum design aligns with the principles of deep learning. The overall framework of the training and mentoring methods is illustrated in Figure 1.

The mentoring program was carried out through five stages from 2024 to 2025, involving 12 elementary schools and 2 junior high schools in Sepaku District. Activities took place at selected partner schools that served as representative training venues for one of the school participants. The detailed schedule of activities is presented in Table 1. The combination of participatory design, contextual mentoring, and continuous document review enabled schools to achieve significant improvements in curriculum quality and alignment with national deep learning principles. To ensure the achievement of objectives, an evaluation was conducted at the end of each mentoring stage through document analysis, reflective discussions, and participant feedback, focusing on curriculum completeness, coherence with deep learning principles, and teachers' understanding of curriculum development, with the results indicating progressive improvements across stages and confirming the effectiveness of the mentoring program in achieving its intended goals.



Figure 1 Framework of the training and mentoring methods

Table 1 Schedule of mentoring activities

No	Activity	Description	Date
1	School Observation	Introduction to each partner school and review of initial curriculum documents	June 6–7, 2024
2	Curriculum Workshop	Focus on aligning Vision, Mission, and Goals; conducted collaboratively at a partner school	October 24–26, 2024
3	Individual School Mentoring	Conducted at each school, focusing on revising curriculum documents	February 5–6, 2025
4	Deep Learning Workshop	Focus on deep learning principles and curriculum revision	July 24–25, 2025
5	Curriculum Finalization Workshop	Group work and presentation of final curriculum documents	September 23–24, 2025
6	Evaluation	Assessment of curriculum quality and achievement of mentoring objectives through document review and participant feedback	October 2025

RESULTS AND DISCUSSION

The initial stage of this program began with a preliminary observation and review of the curriculum documents from the partner schools. Table 2 presents a summary of the interview and observation results, focusing on the availability of curriculum documents as well as the clarity of each school's vision, mission, and goals as stated in their existing documents. These documents represent the 2024 curriculum versions, which serve as a foundation for further development aligned with the upcoming 2025 curriculum framework.

Table 2. Summary of interview and preliminary observation results on school curriculum

Category	General Condition	Example from Schools
Curriculum Document	All partner schools already have written curriculum documents.	9 elementary schools and 2 junior high schools.
Vision	The vision descriptions generally do not fully reflect the results of each school's SWOT analysis.	Some schools have overly long vision statements with unclear or missing key performance indicators.
Mission	Each partner school has formulated a mission statement; however, many are written as general goals rather than as specific strategies to achieve the vision.	For instance, a mission may mention "environmental awareness," but lacks concrete statements describing how it will be achieved.
Goals	Goals are generally present, but some fail to describe measurable outcomes.	Some schools list too many goals, mixing them with statements that would be better categorized as part of the mission.
Alignment	The alignment between the situation analysis and the vision, mission, and goals is still unclear in most cases.	For example, SWOT data presented in the document do not correspond with the subsequent analysis, leading to inconsistencies among vision, mission, and goals.

The findings indicate that while all schools have made efforts to document their curriculum systematically, the conceptual coherence between different components remains weak. In particular, the linkage between situational analysis and strategic direction (vision, mission, and goals) is not yet well established. This gap may limit the schools' ability to develop adaptive curriculum plans that respond to the socio-environmental (Nistiti, 2023) and also the developmental context of the New Capital City region. The results also reveal a need for capacity building in formulating vision and mission statements that are concise, measurable, and contextually grounded. Schools tend to adopt generic formulations without sufficient consideration of local identity or future challenges in the capital city area—such as sustainability, digital transformation, and urban ecosystem integration.

Based on these initial findings, a series of curriculum workshops was conducted that combined a review of the basic concepts of *vision*, *mission*, and *goals* with reflective discussions on the current state of each school's curriculum document. Furthermore, in early 2025, the government introduced new policy directions emphasizing deep learning principles (Kemendikdasmen, 2025), which were also integrated into the workshops. This ensured that the revised 2025 curriculum documents would align with the national principles of deep learning and transformative education.

Throughout the training and mentoring stages, the curriculum documents underwent continuous improvement, ranging from substantive content revisions to refinements in wording and structure. During the final workshop, all participating schools submitted their completed 2025 curriculum documents, reflecting the results of collaborative revisions

between school principals, teacher representatives, and facilitators. Collaboration and participation in shaping operational curriculum are also emphasized by recent research (Sulaeman et al., 2025). From discussion with all authors, the document was evaluated. Most partner schools were able to produce curriculum documents with a coherent and aligned formulation of vision, mission, and goals. This iterative process demonstrates that sustained mentoring and collaborative reflection can effectively strengthen curriculum quality and contextual relevance. The summary of the final document evaluation is presented in Table 3.

Table 3 Completeness of curriculum documents

Chapter	Section	Description of Completeness	Percentage (%)
Chapter I: Characteristics of the Educational Unit	School Introduction	Brief history, location (map image)	92
	Students and Parents	Tables and descriptions (general profile, class, gender, interests and talents, education report data, etc.)	92
	Teachers and Education Personnel	Tables and descriptions	100
	Facilities and Infrastructure	Tables and descriptions	100
	SWOT Analysis	Strengths, Weaknesses, Opportunities, Threats	100
	Curriculum Development Principles	Regulations and development principles	100
Chapter II: Vision, Mission, and Goals	Vision	Clear description of the desired future, with well-defined and measurable keywords	100
	Mission	Action-oriented statements (e.g., “organizing...”)	100
	Goals	Focused on desired learning outcomes for students (e.g., “to produce...”)	100
	Alignment	Coherence among Vision–Mission–Goals	100
Chapter III: Learning Organization	Intra-curricular	Learning activities designed to achieve learning objectives according to the schedule and curriculum structure	100
	Co-curricular	Activities aimed at reinforcement, enrichment, or deepening of learning and character development	100
	Extracurricular	Activities to develop students’ potential, talents, interests, personality, teamwork, and independence	100
Chapter IV: Learning Planning	School-Level Learning Plan	Includes learning goal maps, assessment framework, and themes for co-curricular activities	100
	Class-Level Learning Plan	Lesson plans, teaching modules, or other equivalent forms	100
Chapter V: Evaluation	Evaluation	Principles, implementation based on prior data, reflection on strengths and weaknesses, and improvement strategies	92

Chapter	Section	Description of Completeness	Percentage (%)
Chapter VI: Conclusion	Conclusion and Recommendations	Summary and improvement suggestions	100

The evaluation results in Table 3 show that the curriculum documents of the partner schools achieved a high level of completeness, with most sections reaching 100% and only a few (such as the school introduction, student data, and evaluation sections) at 92%. This indicates that the mentoring and workshops effectively guided schools in developing comprehensive and coherent curriculum documents (Kivirand et al., 2022). The significant improvement in the Vision–Mission–Goals section demonstrates better conceptual alignment and contextual relevance, while the inclusion of structured curricular, co-curricular, and extracurricular activities reflects the integration of deep learning principles introduced in 2025. Minor gaps in data-driven evaluation suggest the need for further capacity building, but overall, the process successfully strengthened schools' ability to design curricula that are systematic, reflective, and aligned with the educational vision of the New Capital City.

The curriculum documents of the partner schools, which remain open to continuous improvement, have also been strengthened to align with the national curriculum principles through deep learning approaches. Most of the schools (92%) have successfully adjusted and harmonized their curriculum documents with the fundamental principles of deep learning. This alignment reflects schools' growing capacity to design learning that emphasizes critical thinking, conceptual understanding, and meaningful student engagement. The details of this alignment are presented in Table 4.

Table 4 Alignment of curriculum documents with deep learning principles

Component	Keywords	Present in Documents (%)
Rationale for Deep Learning	Engagement, Active Learning Awareness, Respect, Learning Culture, IT Integration, Multidisciplinary Approach	92
Deep Learning Process	Cognitive (Thinking), Affective (Heart), Emotional (Feeling), Physical (Action) Dimensions	92
Graduate Profile Dimensions	Faith, Citizenship, Critical Thinking, Creativity, Collaboration, Independence, Health, Communication	92
Learning Partnerships	Pedagogical Practices, Partnerships, Learning Environment, Digital Utilization	92

Through the series of workshops and mentoring sessions, the partner schools successfully deepened their understanding and application of deep learning principles in curriculum design. As shown in Table 4, 92% of the schools integrated essential elements such as active student engagement, multidisciplinary learning, and digital-based pedagogical practices into their curriculum documents. The incorporation of holistic dimensions—*thinking, feeling, heart, and physical action*—reflects a balanced approach to cognitive and character development. Furthermore, the alignment with graduate profile dimensions, including critical reasoning, collaboration, and independence, demonstrates that schools are beginning to internalize the transformative goals of the national curriculum. Overall, the process strengthened the schools' capacity to revise and enhance their curriculum documents to promote meaningful, reflective, and future-oriented learning.

Through the series of activities conducted, the partner schools were able to develop a clear understanding and apply meaningful changes and enhancements to their curriculum

documents. The following are several reflections from participants after completing the program:

“A significant change occurred in our curriculum document, particularly in updating data sources with the latest references. We realized that the curriculum requires continuous revision and adaptation. Through this mentoring program, we gained a better understanding of how to design a curriculum in a structured and coherent way.” (*Elementary School A*)

“The changes we experienced were substantial, especially in refining certain sections that previously existed but needed further adjustment to reflect our school’s environment and needs—such as the vision and mission statements. Our 2025 curriculum document has become more contextual and relevant because it now aligns with the specific conditions of our school. The approach used in developing the vision and mission was strongly influenced by an environment-based perspective.” (*Junior High School A*)

These reflections illustrate how the mentoring process not only improved technical aspects of curriculum writing but also fostered a deeper awareness of contextualization and adaptability—key elements in sustaining curriculum relevance amid evolving educational demands.

CONCLUSION

From the mentoring activities, each partner school successfully formulated its vision, mission, and goals and aligned them with the principles of deep learning. The mentoring process enabled schools to produce curriculum documents that are coherent, contextually relevant, and reflective of their local educational identity. As a follow-up, schools are encouraged to conduct internal workshops to disseminate the revised curriculum to all teachers, communicate key changes and implementation strategies, and provide additional training for teachers who did not participate in the initial program. The implementation of the curriculum should also be extended into all aspects of school services to ensure that the principles outlined in the curriculum are consistently reflected in teaching, learning, and school culture. This continuous process of reflection, collaboration, and capacity building will strengthen each school’s readiness to realize an educational vision aligned with the transformative goals of the New Capital City. Building upon the findings of this study, future follow-up should focus on the impact of deep learning integration on student outcomes, teacher’s implementation, and the scalability of the mentoring model for other schools within the region.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization, A.A., S.S., and N.F.S, methodology, A.N., N.F.S.; formal analysis, K.K., S., S.; writing—preparation of the original draft, A.A., S.S, A.N, N.F.S., Y.U.A.

AI DISCLOSURE STATEMENT

The authors used Grammarly during the preparation of this work for English checking. After using the tool/service, the author thoroughly reviewed and edited the content as needed and takes full responsibility for the content of the publication. The authors declare that this research was prepared, researched, written, and edited without the aid of artificial intelligence (AI) techniques.

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