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Curriculum Management in Public Primary Schools: A Multi-Site Study at SDN Tanjung Pagar 3 and SDN Kuin Utara 4 in Banjarmasin City

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ABSTRACT

This study analyzes curriculum development, learning environment empowerment, and monitoring and evaluation (M&E) strategies at SDN Tanjung Pagar 3 and SDN Kuin Utara 4 in Banjarmasin City. While previous studies have often examined curriculum implementation, leadership, or evaluation separately, limited attention has been given to the interaction of these dimensions within an integrated curriculum management system in primary schools. A qualitative multi-site approach was employed using interviews, participatory observations, and document analysis. Data were analyzed through cross-site comparison and validated through source triangulation, method triangulation, and member checking. The findings indicate that effective curriculum management requires: (1) curriculum development based on student needs, data utilization, school asset optimization, and professional learning communities; (2) learning environment empowerment through Contextual Teaching and Learning (CTL), integration of local wisdom through eco-schooling programs, and collaboration with external partners; and (3) systematic M&E practices supported by data-based planning, coaching-oriented clinical supervision, application of the CIPP evaluation model, and continuous quality control. The study contributes an empirical understanding of how curriculum planning, environmental resource utilization, and quality assurance can operate as an interconnected system to strengthen learning quality in public primary schools. In conclusion, adaptive and contextual curriculum management depends on participatory instructional leadership and collaborative stakeholder engagement to support sustainable educational improvement.

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1. INTRODUCTION

High-quality human resource development is closely linked to the effectiveness of educational processes, making education a key driver of societal advancement. (Nurhedi et al., 2025). The primary purpose of education is to nurture learners' potential to its fullest extent, enabling them to become active participants in community, national, and civic affairs. To support this process, schools rely on the curriculum as a strategic framework that directs the design, execution, and evaluation of teaching and learning activities. (Adisaputro et al., 2025). The curriculum is not merely understood as a collection of subjects but also encompasses all learning experiences designed by schools to achieve educational goals (Saban, 2021). Therefore, effective curriculum management enables schools to develop learning processes that are structured, systematic, and adaptive to students needs and societal developments (Syahfitri et al., 2025).

From a regulatory perspective, curriculum flexibility in Indonesia is established through Law Number 20 of 2003 on the National Education System. The law advocates a diversified approach to curriculum development that aligns with the characteristics of educational units, local contexts, and students' educational needs (Hulu et al., 2024). This legal foundation is further strengthened by Government Regulation Number 57 of 2021 concerning National Education Standards. (Bramastia & Sadjiarto, 2021), which provides both the space and the guidelines for schools to function not merely as implementers, but also as developers of curricula that are relevant to their local environmental conditions (Nurzen et al., 2022). Reinforcing the principle of curriculum adaptability, the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 encourages schools to implement learning approaches that are both context-sensitive and focused on students' individual learning needs (Asmaida, 2023; Hasudungan et al., 2021).

The implementation of a context-based curriculum in elementary education depends significantly on schools' ability to transform resources available in their immediate surroundings into valuable learning opportunities for students. (Adongo et al., 2024; Wuryandani et al., 2022). The empowerment of the community environment strengthens the connection between the school and social reality, making learning experiences more meaningful (Bylund et al., 2025; Gitmiwati & Indrayuda, 2024). However, the success of such implementation also requires continuous supervision and evaluation. Monitoring and evaluation serves to ensure that implementation aligns with planning, identifying obstacles, and to facilitate quality improvement, as mandated by the educational process standards (Gustianti et al., 2023; Remiswal et al., 2022; Salamah et al., 2024).

An interesting phenomenon related to adaptive curriculum management was identified at two primary schools in Banjarmasin. SDN Tanjung Pagar 3, located on the outskirts of the city, was initially a school with low enrollment demand. Guided by the principal's strategic vision, the school successfully aligned its curriculum with the religious norms and values that characterize the local community. The utilization of the learning environment was maximized through a classical approach grounded in general and religious literacy, conducted in open outdoor spaces. The consistency of these activities, supported by rigorous principal supervision, succeeded in attracting substantial community interest, resulting in the school attaining an A accreditation with an enrollment of more than 300 students. On the other hand, SDN Kuin Utara 4 represents an instance of curriculum adaptation grounded in local culture. Located near the tomb of Sultan Suriansyah, the school actively revitalizes Banjar language and culture. Curriculum management and environmental empowerment are prominently reflected in the extensive presence of Banjar-language literacy activities within the school environment, as well as integrated cultural programs. Consistent evaluation practices at this school have contributed to high community interest, with the number of applicants exceeding the available admission quota during each enrollment period. Both schools have become core schools within their respective clusters and have achieved numerous academic and non-academic accomplishments.

Although both schools demonstrate impressive innovation, preliminary observations reveal that curriculum implementation in daily practice still contains managerial gaps (Normianti et al., 2019). First, the strategy for developing learning tools has not been fully integrated; teachers planning documents are sometimes not completely aligned with the schools flagship programs. Second, the

optimization of the learning environment remains partial and often depends on the personal initiatives of certain teachers rather than being institutionalized into a comprehensive system. Third, the monitoring and evaluation mechanisms are not yet fully optimal, as supervisory follow-up activities remain focused on fulfilling administrative requirements rather than substantially improving learning quality.

Research on curriculum management in primary schools has been conducted extensively. Prior investigations have addressed the complexities of this field from diverse analytical angles, including the developmental stages of curriculum implementation, the dynamics of transformational leadership, and governance structures within specialized education programs (Fitriani et al., 2023; Hamsin et al., 2021; Sopia et al., 2025). However, these studies tend to examine curriculum implementation from a partial perspective or focus primarily on the isolated role of school principals.. The body of literature has yet to provide substantial studies that holistically examine the relationship among curriculum development initiatives, the integration of environmental resources into learning activities, and the effectiveness of monitoring and evaluation mechanisms. The main distinction of this study from previous research lies in its multi-site approach, which compares the integration of these three dimensions in two schools with contrasting sociocultural potentials (religious and local cultural contexts). This approach addresses a research gap that has not been extensively explored in previous studies.

Based on this research gap, this study has significant urgency. Without a structured system of monitoring and environmental integration, an ideal curriculum may merely become a collection of administrative documents (Mayasari et al., 2025; Noorhapizah et al., 2023). To address the identified research gap, this study examines the strategies employed in curriculum development, the incorporation of community environmental resources into the learning process, and the implementation of monitoring and evaluation systems at SDN Tanjung Pagar 3 and SDN Kuin Utara 4. This study is expected to produce practical recommendations for establishing a curriculum management model characterized by flexibility, contextual relevance, and institutional resilience, thereby enabling its adoption by other primary education institutions.

However, previous studies have not adequately explained how curriculum development, environmental resource utilization, and monitoring-evaluation practices function as an integrated management system within primary schools. Existing research has generally examined these dimensions separately, resulting in a fragmented understanding of curriculum management. This study contributes by providing a multi-site analysis of how these three dimensions interact and reinforce one another in schools with different sociocultural characteristics, thereby offering a more comprehensive perspective on contextual curriculum management in public primary schools.

2. METHODS

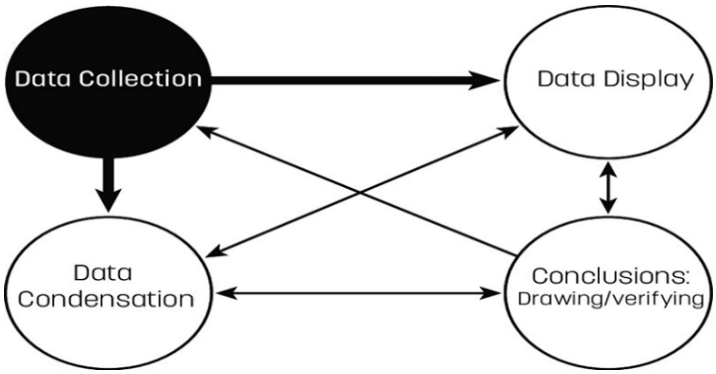
A qualitative research design was selected to facilitate an in-depth examination of curriculum management processes within their naturally occurring context in elementary education institutions (Ardiansyah et al. 2023). A multi-site study design was employed to compare, integrate, and identify conceptual patterns across two distinct research sites, namely SDN Tanjung Pagar 3 and SDN Kuin Utara 4 in Banjarmasin City. In this regard, the researcher functioned as the key instrument (*human instrument*), engaging directly in the field to collect and interpret data in an authentic manner (Werdiningsih & Hamid, 2022).

The selection of informants was conducted purposively, involving school principals and classroom teachers as key participants who possess the most comprehensive understanding of curriculum management dynamics within the schools. The research data consisted of primary data obtained through direct interactions with informants, as well as secondary data in the form of curriculum documents and school records. Data collection relied on three complementary approaches. In-depth interviews were undertaken to examine curriculum planning and monitoring-evaluation procedures, participant observations were conducted to understand the application of environmental

resources in learning activities, and document analysis was performed to corroborate policy documents and other records related to curriculum implementation.

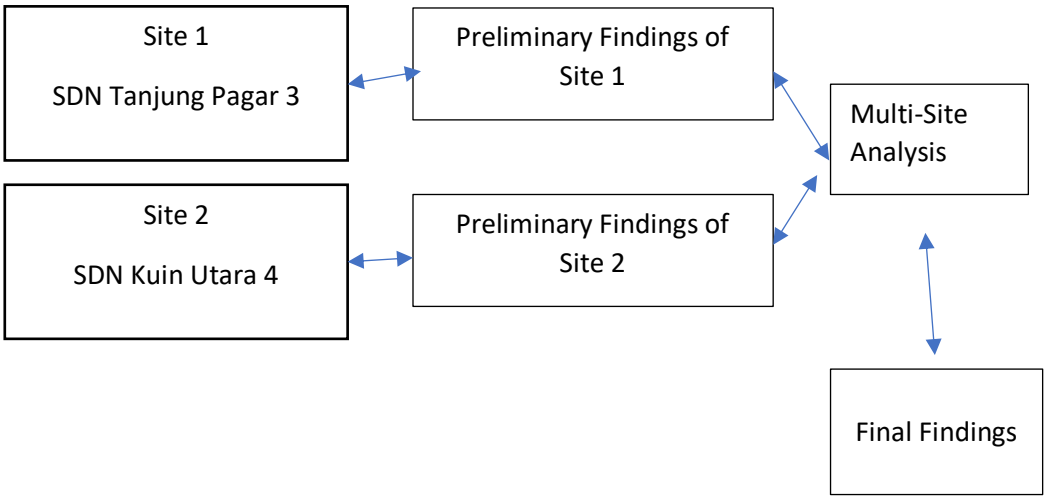
The data analysis process in this study followed the model proposed by Miles, Huberman, and Saldana which consists of four stages:

Figure 1. site Analysis According to Miles, Huberman, and Saldana (2014)



analysis was conducted through two stages: (a) individual site data analysis to construct a narrative for each school, and (b) cross-site data analysis to identify general propositions applicable to both research sites. This approach enabled the researchers to generate more comprehensive findings that are theoretically grounded and accountable.

Figure 2. Cross-Site Analysis



The validity and consistency of the study findings were established by employing four dimensions of qualitative trustworthiness, namely credibility, transferability, dependability, and confirmability.. Credibility test was achieved through technique and source triangulation, as well as member checking. The entire research process was systematically documented to ensure that the findings accurately represented the investigated curriculum management phenomenon and were free from the researcher's subjective bias

The two schools were selected purposively because they demonstrate distinctive curriculum management practices and represent different sociocultural contexts within public primary education. SDN Tanjung Pagar 3 has developed a curriculum orientation that strongly reflects religious values and literacy-based learning, whereas SDN Kuin Utara 4 emphasizes the preservation of Banjar culture and local wisdom. Both schools have achieved strong community recognition and have been designated as core schools within their respective clusters, making them appropriate sites for examining contextual curriculum management.

Tabel 1. Informan

Code	Name	Position	School
KS/ SDN TP3	ZA	Principal	SDN Tanjung Pagar 3
G/ SDN TP3	MN	Teacher	SDN Tanjung Pagar 3
G/ SDN TP3	RS	Teacher	SDN Tanjung Pagar 3
OT/ SDN TP3	K	parent	SDN Tanjung Pagar 3
OT/ SDN TP3	FR	parent	SDN Tanjung Pagar 3
KS/ SDN KU4	SW	Principal	SDN Kuin Utara 4
G/ SDN KU4	T	Teacher	SDN Kuin Utara 4
G/ SDN KU4	MM	Teacher	SDN Kuin Utara 4
OT/ SDN KU4	A	parent	SDN Kuin Utara 4
OT/ SDN KU4	MZ	parent	SDN Kuin Utara 4

The analysis process incorporated thematic coding procedures to facilitate the identification of recurring patterns across data sources. The coding process consisted of four stages: (1) data familiarization through repeated reading of interview transcripts, observation notes, and documents; (2) open coding to identify significant statements related to curriculum management; (3) category development by grouping similar codes into broader concepts; and (4) theme generation to construct cross-site findings concerning curriculum development, learning environment empowerment, and monitoring-evaluation practices.

3. FINDINGS AND DISCUSSION

Based on the empirical evidence obtained through the cross-site analysis at SDN Tanjung Pagar 3 and SDN Kuin Utara 4, this study concludes that curriculum management practices in both primary education institutions are reflected in three fundamental aspects that constitute the primary findings of this research.

In accordance with the Research Findings Diagram depicted (referring to the research model these three pillars-Curriculum Development Strategy, Learning Environment Empowerment Strategy, and Monitoring-Evaluation Strategy-interact systemically to form an excellent, adaptive, and student-centered curriculum governance framework.

3.1. Curriculum Development Strategy

Research findings indicate that the curriculum development strategies at both sites are carried out in a participatory manner, utilizing data-driven decision making, and are contextualized with the socio-cultural characteristics of each school's environment.

3.1.1 Site One: SDN Tanjung Pagar 3

At SDN Tanjung Pagar 3, the development of the operational curriculum is focused on synchronizing national policies (Kurikulum Merdeka) with the socio-religious characteristics of the local community around the Tanjung Pagar sub-district. The initial step began with an objective analysis of the school's Education Report Card (Rapor Pendidikan) data to map instructional weaknesses.

The Principal of SDN Tanjung Pagar 3, ZA, explained this data-based planning procedure in an in-depth interview: "We do not design our curriculum based on mere assumptions. At the beginning of the academic year, we dissect the school's Education Report Card first. When the data showed that our numeracy indicator was still in the 'Moderate' category, we agreed to implement a curricular intervention. We formulated a numeracy strengthening program and synchronized it with the socio-religious characteristics of the Banjar community here, which is highly religious. We structured our KOSP (Operational Curriculum of the Education Unit) with a strong portion of local religious activities, such as the Tahfidz Juz Amma program and classical literacy in the school yard every morning." (W/KS/SDN-TP3).

This statement was validated by MN, the Grade IVa Teacher, who explained how classroom teachers unpack national competency standards into essential instructional modules: "In accordance with the Principal's direction, when drafting the Learning Flow Flow (ATP) and Teaching Modules, we focus on essential materials. We conduct diagnostic assessments at the beginning of the semester to map our students' learning readiness. This diagnostic data serves as our guide in designing differentiated learning activities in the classroom, ensuring that students learn according to their individual pace." (W/G/SDN-TP3).

Observation Results the researcher observed the plenary meeting for drafting the KOSP document in the teacher's lounge of SDN Tanjung Pagar 3. The Principal projected the school's Education Report Card on the screen, while teachers actively provided feedback regarding the allocation of time for co-curricular programs (P5) themed around local wisdom. The presence of representatives from the School Committee was also observed, who provided written suggestions to ensure that the short surah memorization deposit program remains accommodated within the local content curriculum (O/Rapat-KOSP/SDN-TP3).

Documentation Analysis this administrative evidence is reinforced by official documents, specifically Decree of the Curriculum Development Team (TPK) No. 420/087-SDN.TP3/DISDIK/2025, which outlines the functional division of teacher duties. The researcher also examined the printed copy of the SDN Tanjung Pagar 3 KOSP for Academic Year 2024/2025 Chapter II (Characteristics of the Education Unit), which attaches the school's SWOT analysis matrix, where religiosity is positioned as the institution's primary strength (D/KOSP-BabII/SDN-TP3).

3.1.2 Site Two: SDN Kuin Utara 4

Meanwhile, at SDN Kuin Utara 4, the curriculum development strategy is directed toward preserving the Banjar local heritage and strengthening the green curriculum based on the Adiwiyata Eco-School program.

The Principal of SDN Kuin Utara 4, SW, explained the strategy for revitalizing the local language and river culture, which is integrated into the operational curriculum: "Curriculum development at SDN Kuin Utara 4 is designed collaboratively to revitalize the local Banjar language and raise environmental awareness regarding the Kuin river. We drafted the curriculum documents by integrating local values such as the Batapung Tawar traditional ceremony, the historical struggle of Sultan Suriansyah, and river waste management into our intracurricular structures and Adiwiyata P5 projects." (W/KS/SDN-KU4).

MM, the Grade VIB Teacher, added technical aspects of drafting teaching modules oriented toward deep learning: "At the school-level Teacher Working Group (KKG), we draft teaching modules through team teaching to ensure vertical alignment across different learning phases. We analyze the national Learning Outcomes (CP) and then design applicable materials. For example, we connect the concept of environmental conservation directly with case studies on wetland ecosystems and the Kuin River, which is located right behind our school." (W/G/SDN-KU4).

Observation Results:

The researcher observed a periodic mini-KKG session in the library of SDN Kuin Utara 4. Upper-grade teachers were seen in an intensive discussion synchronizing the draft of the Phase C Science and Social Studies (IPAS) Teaching Module. They matched performance assessment instruments with river ecology materials, ensuring that the instruments could validly measure students' critical thinking skills (O/KKG-Internal/SDN-KU4, January 25, 2025).

Documentation Analysis The validity of these findings is demonstrated by the SDN Kuin Utara 4 KOSP Chapter III (Learning Organization) document, which allocates 25% of co-curricular time to P5 projects under the themes of "Sustainable Lifestyles" and "Local Wisdom". The researcher also reviewed the Grade VIB IPAS Teaching Module approved by the principal, which contains assessment rubrics for organic and inorganic waste sorting projects (D/Modul-Ajar/SDN-KU4).

3.2 Strategies for Empowering the Learning Environment as a Learning Resource in Curriculum Implementation

Both schools demonstrate a high level of managerial commitment to utilizing their socio-geographical and socio-cultural environments as "the third teacher" to deliver authentic, student-centered processes through contextual teaching and learning.

3.2.1 Site One: SDN Tanjung Pagar 3

At SDN Tanjung Pagar 3, physical space limitations are addressed by utilizing the surrounding environment, such as tidal rice fields and the school yard, as outdoor learning landscapes.

The Grade IIIb Teacher, RS, outlined one of her outdoor instructional tactics: "We frequently take students out of the classroom to learn under shady trees or along the edge of the rice fields near the school. For the plant parts topic in science, children observe root and leaf structures directly. Learning in the open air increases student concentration, and they grasp concepts faster because the objects are real, rather than static pictures in a textbook." (W/G/SDN-TP3).

Parental support for this innovative outdoor learning approach was expressed by K, a representative of the class parent association: "We, as parents, highly support these outdoor learning activities. The children are more excited to go to school. The school yard is also regularly used for religious character building, such as the morning 'Classical' Tahfiz activities and congregational Zuhr prayers. We help set up the prayer mats and assist the teachers in keeping the children organized." (W/OT/SDN-TP3).

The researcher directly observed the morning "Classical" program centered in the school yard of SDN Tanjung Pagar 3. All students sat orderly on carpets spread across the yard, reciting short surahs from Juz Amma collectively. This activity was led by upper-grade students using a loudspeaker and supervised by teachers and parent representatives (O/Klasikal-Pagi/SDN-TP3). This activity is visually documented.

Documentation Analysis the researcher collected the Outdoor Learning SOP of SDN Tanjung Pagar 3 document, which details safety protocols for students during learning activities outside the school gates, complete with draft parent consent forms archived orderly in the principal's office (D/SOP-Outdoor/SDN-TP3).

3.2.2 Site Two: SDN Kuin Utara 4

At SDN Kuin Utara 4, the empowerment of the school environment is closely linked to its status as an Adiwiyata School and its proximity to the cultural heritage site of the Sultan Suriansyah Tomb.

TheGrade IA Teacher, T, explained their joyful and child-friendly recycling program: "For grade one students, we teach environmental love through simple and fun motor activities. We carry out an ecobrick project. The children collect clean plastic waste from their surroundings, pack them tightly into used plastic bottles, and we assemble them together to make small chairs for the classroom's Reading Corner. Through this recycling project, children learn about cleanliness while participating in decorating their own classroom." (W/G/SDN-KU4).

A student's parent, MZ, added his experience in contributing to the school's ecological programs: "The synergy between the school and parents here is excellent. We are frequently involved in contributing decorative plants or organic fertilizer for the school's green house. When the children had a project making compost from dry leaves in the school garden, our parent association joined in to assist. The green and beautiful school environment makes the children feel comfortable and eager to learn." (W/OT/SDN-KU4).

Observation Results the researcher conducted observations in the school garden and Adiwiyata garden of SDN Kuin Utara 4. School Adiwiyata student cadres (appointed student representatives) were actively collecting dry leaves to put into the composter bin, while another group of students watered family medicinal plants (apotek hidup). Every corner of the school was clean and equipped with handwashing sinks in front of each classroom (O/Lingk-Adiwiyata/SDN-KU4).

Documentation Analysis these findings are supported by administrative documents, namely the School Activity and Budget Plan (RKAS) of SDN Kuin Utara 4, which allocates specific funds for school garden maintenance, the green house unit, and waste-sorting facilities (D/RKAS-KU4). The researcher also examined the Action Plan of the Movement for Environmentally Caring and Cultured Schools (PBLHS) approved by the Banjarmasin City Environmental Department (D/PBLHS-KU4).

3.3 Monitoring and Evaluation Strategies in Curriculum Implementation

The monitoring and evaluation (M&E) mechanisms at both primary schools are managed as an integral part of a continuous quality improvement cycle to govern process accountability and ensure objective achievement of operational curriculum targets.

3.3.1 Site One: SDN Tanjung Pagar 3

At SDN Tanjung Pagar 3, the M&E strategy utilizes a dual-control approach, combining administrative document verification with incidental classroom visits (class visits), followed by coaching-oriented development.

The Principal of SDN Tanjung Pagar 3, ZA, detailed the periodic control mechanisms he implements "We conduct monitoring at least once a month. We do not want supervision to feel intimidating for teachers. Therefore, we use a clinical supervision model. I check the draft of the teacher's teaching modules to ensure alignment between assessment instruments and Learning Outcomes. After that, I perform class visits to observe the application of the draft in real teaching practice. Areas of improvement are then discussed warmly through personal feedback sessions." (W/KS/SDN-TP3, May 10, 2025).

MN, the Grade IVa Teacher, acknowledged the positive impact of this clinical supervision model: "Supervision from the principal greatly improves our teaching performance. He does not look for faults; instead, he provides practical solutions. For instance, when I faced time-management issues during a group learning syntax in the open school yard, he suggested using visual alarms on interactive media. His corrective feedback is immediately recorded in our Follow-Up Action Plan (RTL)." (W/G/SDN-TP3).

Observation Results the researcher observed a post-supervision feedback session in the Principal's office. The Principal presented the teaching observation rubric to the teacher, praising their success in implementing differentiated instruction, and persuasively guiding the teacher to formulate solutions for keeping lower-performing group students engaged in an equitable manner (O/Feedback-Supervisi/SDN-TP3). This reflective session is visually documented.

Documentation Analysis the researcher analyzed written evidence in the form of the Principal's Academic Supervision Logbook, which records class visit schedules, theoretical-pedagogical challenges faced by teachers, and Follow-Up Action Plan (RTL) commitment sheets signed by both the Principal and the target teacher (D/Log-Supervisi/SDN-TP3).

3.3.2 Site Two: SDN Kuin Utara 4

SDN Kuin Utara 4 adopts the structured CIPP (Context, Input, Process, Product) evaluation model to measure curriculum implementation effectiveness, and utilizes its Professional Learning Community (PLC) as a platform to disseminate monitoring results.

The Principal of SDN Kuin Utara 4, SW, explained the school's macro-level reporting and follow-up evaluation strategy: "We evaluate the achievement of educational objectives thoroughly using the CIPP model. We collect data on planning drafts (Input), the execution of differentiated teaching and learning (Process), and student academic and non-academic performance (Product). These evaluation results are compiled into a semi-annual Curriculum M&E Report, which we dissect with all teachers in our school's Professional Learning Community (PLC) to formulate budget revisions (RKAS) and design In-House Training (IHT) programs for the upcoming semester." (W/KS/SDN-KU4).

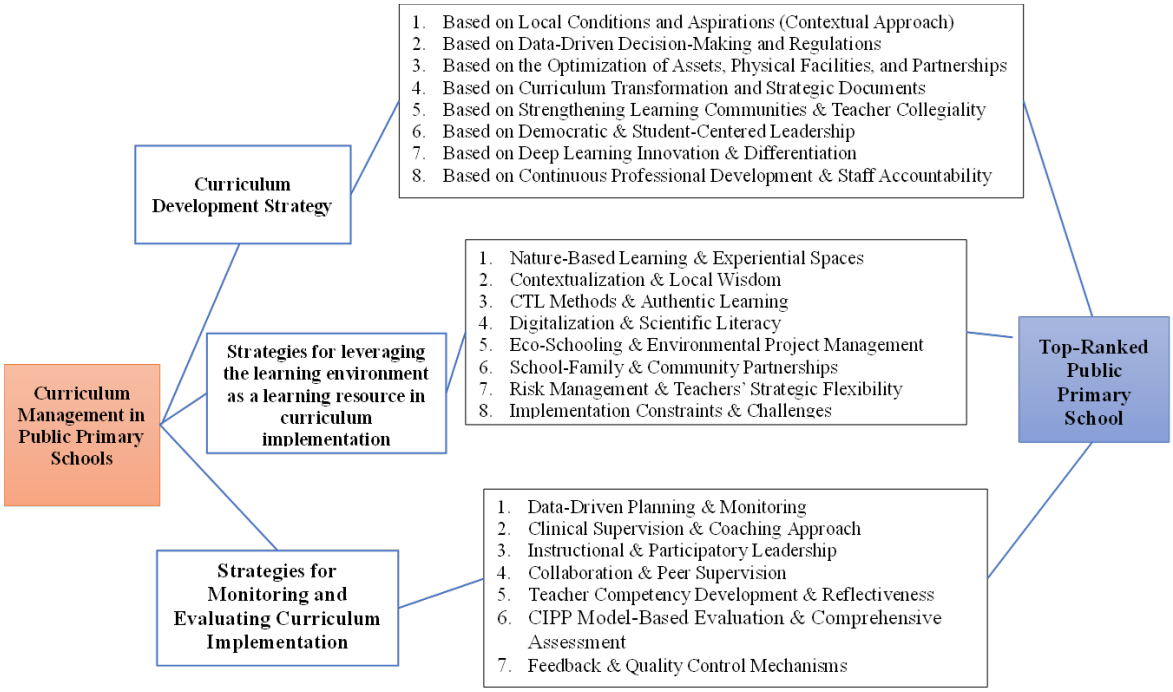
MM, the Grade VIB Teacher, confirmed how monitoring results are addressed collaboratively through peer coaching: "Supervision notes from both the principal and the school supervisor are discussed in our school-level KKG meetings. We engage in self-evaluation and practice knowledge sharing. Senior teachers mentor younger colleagues in designing ICT-based diagnostic and formative assessment tools, such as Kahoot quizzes, ensuring that our M&E follow-up directly improves our collective teaching competence." (W/G/SDN-KU4).

Observation Results the researcher observed peer supervision activities at SDN Kuin Utara 4. MM was observed sitting at the back of a parallel classroom, holding a peer observation checklist, and taking notes on the instructional interaction of the teacher using Chromebooks, reflecting an active, democratic, and horizontal peer supervision culture (O/Peer-Supervision/SDN-KU4).

Documentation Analysis the validity of this monitoring process is confirmed by the Odd Semester Curriculum Evaluation Report of SDN Kuin Utara 4, which appends teacher performance data tables, percentage rates of teaching module implementation, and professional teacher development program drafts (D/Laporan-Monev/SDN-KU4). The researcher also examined the Professional Learning Community (PLC) Attendance Sheets and Minutes, which record the active participation of the teaching staff (D/Notulen-Kombel/SDN-KU4).

Cross-Site Analysis Summary

Figure 3. Final Research Findings



3.4 Curriculum Development Strategies

The dynamics of curriculum development at SDN Tanjung Pagar 3 and SDN Kuin Utara 4 demonstrate an interesting paradigm shift; the curriculum is no longer treated merely as an administrative document imposed from the central authority, but rather constructed as a responsive "living document". Field findings reveal that both schools initiated curriculum development through systematic orchestration. Instead of engaging in blind adoption, the schools began the process by analyzing the social and cultural conditions, as well as the aspirations of the local community, which were then integrated with learning evaluation data and applicable regulations.

A noteworthy aspect is how this curriculum transformation process is driven. The leadership of school principals at both research sites demonstrates a highly democratic and student-oriented approach. They do not operate in isolation, rather, they actively maximize school assets, physical facilities, and strategic partnerships with external stakeholders. These practices have subsequently become embedded within the teachers' professional environment through the strengthening of professional learning communities (Komunitas Belajar or Kombel) and collegial collaboration. At the practical level, this collaboration has successfully generated deep learning and differentiated designs, with the quality of implementation continuously maintained through ongoing teacher professional development programs and clear accountability mechanisms.

The empirical phenomena observed in both schools provide strong justification for the importance of integrating local wisdom into the ecosystem of modern education. The contextual curriculum construction identified in the field aligns with the essence of Agusta et al.(2021) evidence derived from the Gawi Sabumi learning model demonstrates that the inclusion of local wisdom within educational activities serves as an important catalyst for improving students' higher-order thinking skills (HOTS)

and nurturing various dimensions of intelligence. When the curriculum is grounded in students environmental realities, the effectiveness of competency achievement within the Kurikulum Merdeka framework becomes significantly more optimal (Majidah et al., 2024).

Furthermore, the successful integration of school assets and data-driven decision-making at SDN Tanjung Pagar 3 and SDN Kuin Utara 4 cannot be separated from the central role of leadership. These findings provide empirical evidence supporting the contemporary theories of transformational and instructional leadership. As emphasized by (Syahminan et al. 2024), school principals serve as key figures in establishing a "quality culture". The democratic leadership patterns demonstrated in both schools have been transformed into driving forces that stimulate teachers motivation and organizational commitment (Normianti et al., 2019; Sirait, 2021).

This commitment is subsequently manifested in the form of strong collegiality and active professional learning communities, enabling differentiated learning innovations and comprehensive curriculum transformation to be implemented not as a result of structural pressure, but rather as an outcome of teachers professional awareness and sustained accountability.

Critically, the findings in Proposition 1 dismantle the prevailing myth that public primary schools in certain areas possess inherent limitations in their capacity for innovation. SDN Tanjung Pagar 3 and SDN Kuin Utara 4 demonstrate that the bottleneck to educational quality is frequently located not in a lack of funding or facilities, but rather in managerial stagnation and cultural isolation. When principals democratize the curriculum development process and position data as the primary driver of decision-making, teacher resistance to change-such as that encountered in the implementation of the Kurikulum Merdeka-can be reduced significantly.

The managerial implications of these findings are of critical significance for the educational roadmap in the era of Society 5.0. In order to cultivate students with Waja Sampai Kaputing character-embodying the spirit championed in the development of local media innovation (Suriansyah et al., in the Gawi Manuntung research) - curriculum management going forward can no longer remain linear or hierarchical (Top-Down) in nature. Education policymakers at the local government level should consider the curriculum development models implemented in these two schools as prototypes of best practices. Moving forward, government interventions should be directed toward strengthening school autonomy in developing context-specific curricula, providing broader opportunities for teacher learning communities, and facilitating more supportive and participatory school leadership rather than administrative-bureaucratic leadership.

3.5 Strategies for Empowering the Learning Environment as a Learning Resource in Curriculum Implementation

The findings from SDN Tanjung Pagar 3 and SDN Kuin Utara 4 demonstrate that environmental empowerment extends far beyond the conventional notion of outdoor learning activities. Instead, it functions as a strategic component of curriculum implementation that systematically connects learning experiences with students' social, cultural, and ecological contexts. This finding reinforces contemporary perspectives on curriculum management, which emphasize the creation of meaningful learning experiences through active engagement with authentic environments rather than limiting learning to classroom-based knowledge transmission.

Both schools consistently utilize the natural surroundings as a concrete medium for learning, while simultaneously integrating these experiences with the local wisdom values of their respective communities.

These findings contribute a new dimension to the theory of learning management, particularly in the context of Kurikulum Merdeka implementation. Bringing students outside the classroom and contextualizing subject matter within local culture demonstrates that both schools have performed the curriculum adaptation function with considerable effectiveness. Drawing on a journal review by (Suriansyah et al., 2023) on curriculum implementation, the effectiveness of primary education is highly contingent upon the degree to which instructional content is relevant to childrens daily lives.

From the perspective of educational administration, this step constitutes not merely a pedagogical innovation, but a managerial strategy for addressing learning loss and academic disengagement. By engaging students' cultural identities, schools are in effect constructing an "emotional attachment" to the curriculum. Knowledge is no longer perceived as something foreign or detached, but instead becomes alive and interwoven with the fabric of students everyday experiences.

Teachers apply the Contextual Teaching and Learning (CTL) method in conjunction with the utilization of digital technology, thereby fostering students scientific literacy. A common misconception holds that nature-based learning is inherently antithetical to technology. However, the practices observed at SDN Tanjung Pagar 3 and SDN Kuin Utara 4 refute this assumption. The integration of the CTL approach with digital tools reflects a mature and sophisticated instructional strategy. This resonates strongly with the demands of Society 5.0, as conceptualized in the development of the Gawi Manuntung (Suriansyah et al., 2023), where critical thinking and problem-solving skills are fused with digital competencies.

From a critical managerial analysis perspective, principals and teachers in this context function as knowledge brokers. They recognize that the natural environment provides "raw data", while technology and scientific literacy serve as "processing tools". The implication is that the management of school infrastructure is no longer confined to the provision of textbooks, but extends to the creation of a hybrid learning ecosystem that bridges the natural environment and digital technology.

Environmental empowerment strategy is realized through structured environmental project management (eco-schooling), supported by strong partnerships among schools, families, and communities. Eco-schooling project is essentialy manifestation of Project-Based Learning (PjBL), which constitutes the animating spirit of the Profil Pelajar Pancasila framework. Notably, neither school operates in isolation. The meaningful engagement of parents and local community members indicates that participatory public relations management has been effectively operationalized within the school context. Referring to Saleh et al. (2022) study on children's independence, the role of families is highly significant in amplifying the character values instilled through school-based education.

From the perspective of educational administration, these findings reinforce the theory of Strategic Management within the context of primary education (Lailawati et al., 2025). Engaging communities and parents represents a form of resource optimization (resource mapping) through a culture of mutual cooperation. This approach helps address limitations in formal school facilities that may be experienced by public schools, shifting the paradigm of school-based management toward community-based educational management.

Teachers encounter various challenges (such as unpredictable weather conditions and limited technical equipment), yet they are able to overcome these obstacles through strategic flexibility and adaptive risk management.

This represents one of the most crucial findings of the study. Curriculum policies often appear ideal when viewed on paper, however, their implementation in real-world contexts is always accompanied by uncertainty. The ability of teachers to maneuver and adjust their practices when facing adverse weather conditions or limited facilities reflects the emergence of agile leadership.

Although the concept of agile leadership is generally associated with school principals Rakhmadi et al. (2025), field data demonstrate that teachers also function as front-line managers (street-level managers). They conduct real-time situational monitoring and adjust instructional strategies immediately, in accordance with the principles of continuous evaluation. This capability to anticipate and manage potential challenges supports the ongoing effectiveness of the learning process. Consequently, the curriculum can be understood as an adaptive and responsive framework whose implementation depends on the strategic flexibility and professional judgment of educators.

3.6 Monitoring and Evaluation Strategies in Curriculum Implementation

If learning environment empowerment functions as the "driving force" of the curriculum, then monitoring and evaluation (M&E) strategies serve as its "navigation system". The field findings confirm that SDN Tanjung Pagar 3 and SDN Kuin Utara 4 do not perceive evaluation merely as an

administrative reporting routine. Instead, monitoring and evaluation has been institutionalized as a culture of quality improvement.

The schools develop objective, data-based monitoring plans, employ the comprehensive CIPP (Context, Input, Process, Product) evaluation model, and establish quality control mechanisms through rapid feedback processes. The use of the CIPP model and feedback mechanisms demonstrates that curriculum governance in these schools is highly rational and adaptive. Academically, this reflects a shift toward the paradigm of Data-Driven Education Management (Rakhmadi et al., 2025). School principals utilize field data not as an instrument of "judgment" against teachers, but as a predictive information asset. When deviations or quality-related challenges emerge in practice, the control system responds immediately. This practice is consistent with the findings of (Lanawaty et al., 2023), which highlight that school principals serve as central figures in developing a school "quality culture" that does not tolerate the neglect of learning-related problems.

Supervision has shifted toward a coaching-based clinical supervision approach, strengthened by the implementation of a democratic peer supervision system. Historically, supervision has often been perceived as a stressful inspection process. However, these schools have successfully transformed evaluation into a more democratic practice. The implementation of coaching has repositioned evaluators as "critical partners" (critical friends). Furthermore, peer supervision practices reflect a highly supportive and healthy organizational climate. Referring to Masitha et al. (2024) regarding concept of "Collaborative Academic Supervision", the involvement of peers is effective in reducing teachers psychological resistance. The managerial implication is clear: when the school work environment is safe and mutually supportive, teacher performance improves significantly-an assumption consistent with Noorhapizah et al. (2023) findings regarding the influence of work climate on educators performance.

School principals demonstrate participatory instructional leadership by transforming each evaluation cycle into a platform for cultivating reflective practices and developing teachers competencies. The ultimate outcome of a monitoring and evaluation system is not merely a report document, but the improvement of the human capacity within the educational organization. The active involvement of school principals in supporting curriculum implementation represents a concrete manifestation of instructional leadership. Evidence from the findings suggests that of Syahminan et al. (2024), instructional leadership significantly influences teachers' commitment and performance.

In both schools, monitoring and evaluation is designed not only to measure the achievement of curriculum targets but also to serve as a space for reflective learning (Ridha et al., 2025). When evaluation focuses on reflection-examining why a particular method succeeds or fails-teachers are transformed into independent and innovative learners. This represents the highest essence of educational administration: leaders do not merely manage teachers' administrative tasks, but rather orchestrate the growth of professional awareness from within educators themselves.

4. CONCLUSION

This study examined curriculum management at SDN Tanjung Pagar 3 and SDN Kuin Utara 4 in Banjarmasin City, focusing on curriculum development, learning environment empowerment, and monitoring-evaluation strategies. The findings demonstrate that effective curriculum management is achieved through data-informed curriculum planning, the utilization of contextual learning environments, and continuous monitoring and evaluation practices. The success of curriculum implementation in both schools is supported by instructional leadership, teacher collaboration, environmental resource utilization, and a culture of continuous improvement.

This study contributes to the curriculum management literature by demonstrating that curriculum development, learning environment empowerment, and monitoring-evaluation practices should not be viewed as separate managerial functions. Instead, these dimensions operate as an integrated system in which planning, implementation, resource utilization, and quality assurance are interconnected to support sustainable improvements in learning quality. The findings also provide an

empirical model of contextual curriculum management within primary schools characterized by different sociocultural settings.

This study is limited to two public primary schools in Banjarmasin City and therefore reflects context-specific conditions. Future research should involve a wider range of educational settings and employ mixed-methods or quantitative approaches to examine the relationship between curriculum management, student outcomes, and school effectiveness across different educational contexts.

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