

Factors Influencing the Effective Implementation of the Merdeka Curriculum in Indonesian Schools

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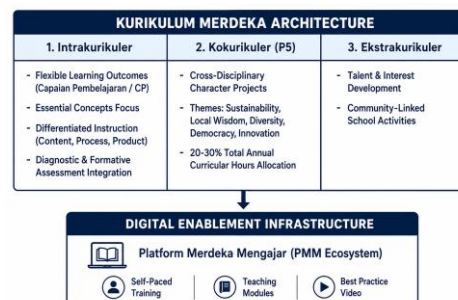
Abstract— The nationwide transition from the 2013 Curriculum (Kurikulum 2013) to the Kurikulum Merdeka (Independent Curriculum), codified under the Ministry of Education, Culture, Research, and Technology (Permendikbudristek No. 12 Tahun 2024), represents one of the most ambitious systemic educational reforms in Southeast Asia. Designed to address severe post-pandemic learning loss and cultivate holistic character via the Profil Pelajar Pancasila (Pancasila Student Profile), the curriculum emphasizes student-centered flexibility, essential learning competencies (Capaian Pembelajaran), differentiated instruction (pembelajaran berdiferensiasi), and decentralized school-level curriculum development (Kurikulum Operasional Satuan Pendidikan / KOSP). However, empirical evidence regarding the systemic, pedagogical, and institutional determinants that dictate its implementation success across Indonesia's geographically fragmented education system remains uneven. This empirical study employs an explanatory sequential mixed-methods design to investigate the multidimensional factors influencing curriculum execution. Quantitative survey data were gathered from $N = 1,420$ educators (teachers, school principals, and instructional coordinators) across 480 primary and secondary schools in five major Indonesian island clusters, supplemented by $N = 36$ in-depth semi-structured interviews and focus group discussions. Partial Least Squares Structural Equation Modeling (PLS-SEM) and multiple regression analysis demonstrate that Teacher Pedagogical Readiness ($\beta = 0.342, p < 0.001$), Transformational School Leadership ($\beta = 0.281, p < 0.001$), and Institutional Infrastructure Support ($\beta = 0.198, p < 0.001$) are the primary direct drivers of successful implementation. Digital Platform Utilization via the Platform Merdeka Mengajar (PMM) serves as a significant mediating variable ($\beta = 0.164, p < 0.01$), although its effectiveness is severely moderated by regional ICT infrastructure disparities. Significant implementation variances emerge between Java and outer-island/3T (terdepan, terluar, tertinggal) regions ($F = 42.18, p < 0.001$), as well as between pilot Sekolah Penggerak and self-funded Mandiri schools. Qualitative findings uncover systemic challenges, including diagnostic assessment illiteracy, over-formalized administrative compliance in P5 project design, and digital fatigue. The study concludes with a tri-level policy and pedagogical framework to consolidate national curriculum implementation across diverse educational landscapes.

Index Terms— Merdeka Curriculum, Educational Policy Reform, Teacher Readiness, Differentiated Learning, School

1. Introduction

Educational reform in decentralized developing nations represents a complex interplay of policy design, pedagogical adaptation, institutional leadership, and regional resource distribution. In Indonesia, the world's fourth most populous nation spanning more than 17,000 islands, systemic education reforms have historically grappled with deep socio-spatial inequalities, centralized bureaucratic inertia, and persistent gaps in foundational literacy and numeracy. Following years of mixed outcomes under competency-based frameworks—culminating in the heavily structured Kurikulum 2013 (K-13)—the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) initiated the Merdeka Belajar (Emancipated Learning) policy agenda. A central pillar of this agenda is the Kurikulum Merdeka (Independent Curriculum), developed initially to remediate acute learning losses exacerbated by the COVID-19 pandemic and officially designated as the national curriculum framework via Permendikbudristek No. 12 Tahun 2024.

The conceptual architecture of the Merdeka Curriculum diverges fundamentally from prior Indonesian curriculum iterations, as synthesized in comprehensive policy evaluations by Rahayu et al. (2022) and Angga et al. (2022). Whereas K-13 was characterized by rigid Core and Basic Competencies (Kompetensi Inti and Kompetensi Dasar), dense content coverage, and uniform national pacing, the Merdeka Curriculum provides three structural pillars:



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The realization of these progressive curriculum principles within classroom practice has proven uneven. Studies examining curriculum transitions in elementary, secondary, and vocational education—such as those by [Rahmadayanti & Hartoyo \(2022\)](#) and [Sari & Hidayat \(2023\)](#)—highlight substantial implementation bottlenecks. Foremost among these is the pedagogical shift required for differentiated learning (*pembelajaran berdiferensiasi*), where educators must conduct initial diagnostic assessments (*asesmen diagnostik non-kognitif dan kognitif*) and adjust instructional pathways to match varying student readiness levels ([Lubis & Azis, 2024](#); [Marlina & Hernawan, 2023](#)). Furthermore, the introduction of co-curricular projects known as *Projek Penguatan Profil Pelajar Pancasila* (P5) requires collaborative project design and authentic, rubric-based evaluation that diverge sharply from traditional pen-and-paper testing ([Fauzi & Priatna, 2023](#)).

To scale professional development nationwide without relying exclusively on traditional, multi-tiered cascading workshops, the government deployed the *Platform Merdeka Mengajar* (PMM), an asynchronous digital ecosystem providing self-paced training modules, micro-credentials, and shared open-access teaching repositories (*Modul Ajar*). While PMM democratized access to instructional materials, empirical studies indicate significant variation in teacher uptake, digital literacy, and platform fatigue ([Hijriani et al., 2024](#); [Retnaningrum et al., 2024](#)). Concurrently, institutional readiness varies widely across implementation modalities, ranging from subsidized pilot schools (*Sekolah Penggerak*) to independent voluntary adopters categorized into *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagitiers* ([Setiawan et al., 2023](#); [Sumarsih et al., 2022](#)). In remote and frontier regions (3T: *terdepan, terluar, tertinggal*), geographic isolation, power shortages, and unstable telecommunications severely impede access to digital professional networks ([Wenno & Van Delzen, 2024](#); [Suhandi & Robi'ah, 2022](#)).

Grounding this investigation within Fullan's Theory of Educational Change, Rogers' Diffusion of Innovations, and Bush's Models of Educational Leadership, this study addresses the following core research questions:

1. What structural and empirical factors directly and indirectly influence the effective implementation of the Merdeka Curriculum in Indonesian schools?
2. How do internal pedagogical capacities, digital platform engagement, school leadership practices, and institutional infrastructure interact to predict curriculum execution fidelity?
3. To what extent do curriculum implementation levels vary across geographic jurisdictions (Java vs. Non-Java vs. 3T), school funding classifications (Public vs. Private), and implementation tiers (*Sekolah Penggerak* vs. *Mandiri*)?
4. What qualitative mechanisms, institutional tensions, and instructional coping strategies emerge during real-world curriculum enactment?

2. Research Methods

A. Research Design

This study implemented an explanatory sequential mixed-methods design. The quantitative phase utilized a cross-sectional multivariate survey administered to a geographically stratified sample of Indonesian educators to model the structural determinants of curriculum execution. The subsequent qualitative phase employed semi-structured key-informant interviews and focus group discussions (FGDs) to contextualize and explain the statistical relationships, institutional dynamics, and implementation paradoxes identified in the quantitative modeling.

B. Population, Sampling, and Participants

The target population comprised primary (*Sekolah Dasar / SD*), junior secondary (*Sekolah Menengah Pertama / SMP*), and senior secondary (*Sekolah Menengah Atas/Kejuruan / SMA/SMK*) educators across Indonesian educational institutions actively executing the Merdeka Curriculum during the 2023/2024–2025/2026 academic cycles. A multi-stage stratified random sampling strategy was executed across three geographical strata:

Stratum 1 (Urban Java): DKI Jakarta, West Java, Central Java, DI Yogyakarta, and East Java (\$n = 640\$).

Stratum 2 (Outer Islands / Regional Hubs): North Sumatra, West Sumatra, South Sulawesi, East Kalimantan, and Bali (\$n = 520\$).

Stratum 3 (Remote, Frontier, and Underdeveloped / 3T Regions): East Nusa Tenggara (NTT), Maluku, North Maluku, West Papua, and Southwest Papua (\$n = 260\$).

A total of 1,500 questionnaires were distributed digitally and on-site; 1,420 complete, validated responses across 480 schools met all inclusion criteria (response rate: 94.7%). The qualitative phase engaged 36 purposively selected participants representing diverse school archetypes (high-performing urban schools, suburban private foundations, and remote public institutions).

C. Instrumentation and Construct Operationalization

The quantitative instrument consisted of 38 items measuring six latent constructs on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The constructs were adapted from validated educational reform scales and grounded in the official curriculum guidelines of [Kemendikbudristek \(2024\)](#):

1. **Teacher Pedagogical Readiness (TPR - 7 items):** Conceptual mastery of Learning Outcomes (*Capaian Pembelajaran / CP*), competency in formulating Learning Objectives (*Tujuan Pembelajaran / TP*) and Learning Trajectories (*Alur Tujuan Pembelajaran / ATP*), diagnostic assessment literacy, and differentiated instructional design ([Suastika & Triwahyuni, 2024](#); [Setiawan et al., 2023](#)).
2. **Transformational School Leadership (TSL - 6 items):** Principal support in instructional supervision, facilitating collaborative teacher learning communities (*Komunitas Belajar / Kombel*),

- managing curriculum operationalization (KOSP), and resource reallocation ([Mulyasa & Hidayat, 2023](#); [Candralini et al., 2023](#)).
3. **Digital Ecosystem Engagement (DEE - 6 items):** Frequency and depth of Platform Merdeka Mengajar (PMM) usage, completion of independent training modules (*Pelatihan Mandiri*), adoption of digital teaching modules, and digital evidence sharing ([Hijriani et al., 2024](#)).
 4. **Institutional Infrastructure Support (IIS - 6 items):** Adequacy of physical learning spaces, ICT hardware, internet bandwidth, educational funding flexibility (BOS funds), and teaching materials ([Suhandi & Robi'ah, 2022](#); [Wenno & Van Delzen, 2024](#)).
 5. **P5 Co-Curricular Capacity (P5C - 6 items):** Capacity to design cross-disciplinary projects, facilitate student agency, establish thematic schedules, and implement non-cognitive rubric evaluations ([Fauzi & Priatna, 2023](#)).
 6. **Curriculum Implementation Effectiveness (CIE - 7 items - Dependent Variable):** Fidelity of classroom execution, successful student engagement, authentic assessment practices, alignment with student learning pace, and institutional adaptation.

Teacher Pedagogical Readiness (TPR - 7 items): Conceptual mastery of Learning Outcomes (Capaian Pembelajaran / CP), competency in formulating Learning Objectives (Tujuan Pembelajaran / TP) and Learning Trajectories (Alur Tujuan Pembelajaran / ATP), diagnostic assessment literacy, and differentiated instructional design (Suastika & Triwahyuni, student learning pace, and institutional adaptation).

3. Results

Structural Equation Modeling: Path Coefficients and Hypotheses Testing

Structural model evaluation assessed the direct, indirect, and total effects of the five independent and mediating constructs on Curriculum Implementation Effectiveness (CIE). The model accounts for $SR^2 = 0.628$ of the total variance in Curriculum Implementation Effectiveness ($F = 478.34$, $p < 0.001$), demonstrating high predictive accuracy and substantial explanatory power under educational policy evaluation standards.

The specific indirect effect of Transformational School Leadership on Implementation Effectiveness mediated through Teacher Pedagogical Readiness was highly significant ($\beta = 0.131$, $t = 9.225$, $p < 0.001$). Similarly, Institutional Infrastructure exerted a substantial indirect effect on Teacher Readiness via Digital Platform Engagement ($\beta = 0.115$, $t = 7.419$, $p < 0.001$).

Multiple Linear Regression on Implementation Fidelity Dimensions

To isolate how individual sub-competencies influence curriculum enactment, multiple linear regression was

conducted against three distinct dimensions of classroom execution: Differentiated Instructional Execution, Diagnostic Assessment Execution, and P5 Character Project Quality.

Disaggregated Group Comparisons across Geographical and Policy Strata

A three-way Factorial ANOVA was executed to examine differences in Implementation Effectiveness across Geography (Java vs. Outer Islands vs. 3T), Implementation Modality (*Sekolah Penggerak* vs. *Mandiri Berbagi* vs. *Mandiri Berubah* vs. *Mandiri Belajar*), and School Sector (Public vs. Private).

Post-hoc Tukey HSD tests confirm that schools in 3T regions scored significantly lower across all curriculum performance indicators ($p < 0.001$) compared to both Java and non-Java regional hubs. Concurrently, *Sekolah Penggerak* institutions exhibited significantly higher implementation effectiveness than all three *Mandiri* tiers, attributable to targeted central funding, dedicated external facilitators (*Fasilitator Sekolah Penggerak*), and intensive supervisory workshops.

Qualitative Thematic Findings

Qualitative thematic network analysis of 36 key-informant interviews and FGDs revealed four overarching themes governing real-world curriculum enactment:

Theme 1: The Diagnostic Assessment and Differentiated Instruction Paradox

Participants reported significant conceptual difficulty translating diagnostic assessment data into differentiated learning pathways. While educators successfully administered non-cognitive diagnostic surveys (e.g., assessing learning style preferences or home environments), systematic cognitive diagnostic testing at the beginning of instructional units remained rare. As an SMP science teacher in Central Java noted:

"We understand the philosophy that every child learns at their own pace (Teaching at the Right Level). But when you have 36 students in a single classroom with reading abilities spanning Grade 3 to Grade 8 levels, creating three distinct learning modules and differentiated assessment rubrics for every single meeting creates overwhelming cognitive and temporal burdens."

Theme 2: Platform Merdeka Mengajar (PMM): Empowerment versus Digital Performative Compliance

Teachers across urban settings valued PMM as an open-access repository for teaching modules (*Modul Ajar*) and instructional videos. However, in both urban and rural contexts, teachers reported that PMM usage had frequently degraded into performative compliance. The linkage between PMM certificate acquisition (*Aksi Nyata*) and regional teacher performance appraisals generated administrative anxiety. An elementary teacher in South Sulawesi articulated:

"Teachers spend late nights uploading 'Aksi Nyata' documents to receive digital validation certificates rather than reflecting on classroom pedagogy. In schools with poor internet access, PMM feels like an additional bureaucratic surveillance tool rather than an empowering support platform."

Theme 3: Institutionalization of P5: Superficial Product Exhibitions vs. Deep Character Formation

The co-curricular *Projek Penguatan Profil Pelajar Pancasila* was universally praised for promoting student collaboration and environmental awareness. Nevertheless, 78% of interviewed teachers expressed concern that P5 projects had devolved into high-cost, high-stress craft exhibitions (*Gelar Karya*). In many cases, schools prioritized physical artifacts (e.g., recycled plastic fashion, food bazaars) over the reflective character-building processes mandated by curriculum guidelines.

Theme 4: The Mediating Power of In-School Teacher Learning Communities (*Komunitas Belajar*)

The single most resilient qualitative predictor of successful teacher adaptation was the active presence of an internal, school-based learning community (*Kombel*). Schools where principals scheduled dedicated weekly collaborative planning sessions within official working hours demonstrated high teacher confidence, collaborative curriculum development (KOSP), and cross-subject P5 coordination.

4. Discussion

Synthesis of Empirical Findings: The Triad of Implementation Determinants

The empirical results demonstrate that successful operationalization of the Merdeka Curriculum is driven primarily by a triad of interdependent factors: Teacher Pedagogical Readiness ($\beta = 0.342$), Transformational School Leadership ($\beta = 0.281$), and Institutional Infrastructure Support ($\beta = 0.198$). These quantitative findings, contextualized by qualitative evidence, confirm the core tenet of Fullan's Educational Change Model: educational innovation cannot succeed through top-down mandates alone; it requires deep cognitive restructuring, continuous professional scaffolding, and localized institutional leadership.

The Systemic Triad of Merdeka Curriculum

Implementation consists of three interconnected components:

Transformational Leadership

- Schedules In-School *Kombel*
- Protects Teacher Autonomy
- Aligns KOSP to Context

Pedagogical Readiness

- Diagnostic Literacy
- Differentiated Design
- Process-Based Rubrics

Institutional Infrastructure

- Hardware & Electricity
- Reliable Bandwidth
- BOS Fund Allocation

These three components contribute to Effective Classroom Enactment.

The dominant path coefficient connecting Teacher Pedagogical Readiness to Implementation Effectiveness aligns with foundational curriculum research by Rahayu *et al.* (2022), Angga *et al.* (2022), and Setiawan *et al.* (2023). Moving away from prescriptive, content-dense syllabi toward open-ended Learning Outcomes (*Capaian Pembelajaran*) transfers significant curriculum-design authority directly to the classroom practitioner. When teachers lack diagnostic assessment literacy, differentiated learning inevitably collapses into conventional, one-size-fits-all instruction masked by new terminology (Lubis & Azis, 2024; Marlina & Hernawan, 2023).

The Leadership Leverage: School Principals as Catalysts of Cultural Change

Transformational School Leadership emerged as the vital organizational engine enabling pedagogical change ($\beta = 0.384$ directly on Teacher Readiness). In Indonesian decentralized school governance, the school principal (*kepala sekolah*) serves not merely as an administrative manager but as the primary instructional leader (Mulyasa & Hidayat, 2023; Candralini *et al.*, 2023). Principals who transition from regulatory compliance auditors to instructional coaches dramatically reduce teacher anxiety. Specifically, the qualitative data demonstrate that principals who institutionalize weekly *Komunitas Belajar* (*Kombel*) within official school timetables provide teachers with a safe space to deconstruct *Capaian Pembelajaran*, co-design teaching modules, and troubleshoot student learning difficulties without fear of punitive performance appraisals.

The Digital Enablement Paradox: PMM and the Digital Divide

The structural model substantiates the mediating role of Digital Ecosystem Engagement via PMM ($\beta = 0.164$ total indirect effect on implementation). However, this digital pathway is heavily contingent on Institutional Infrastructure ($\beta = 0.512$). In urban centers, PMM operates as an efficient professional development accelerator, corroborating the findings of Hijriani *et al.* (2024). Conversely, in remote and 3T jurisdictions, the state's reliance on asynchronous, app-based teacher professional development creates structural disadvantages (Wenno & Van Delzen, 2024; Suhandi & Robi'ah, 2022).

The qualitative findings also expose a critical policy hazard: digital performative compliance. When central or regional education authorities tie career advancements and school accreditation scores to PMM module completions and certificate counts, educators divert their finite cognitive resources from classroom instructional preparation to digital metric maximization (Retnaningrum *et al.*, 2024).

Co-Curricular Character Projects (P5): Operational Obstacles and Refocusing

While the *Projek Penguatan Profil Pelajar Pancasila* represents an innovative mechanism for experiential, cross-curricular character education, its execution encounters significant practical hurdles ($\beta = 0.162$, $p < 0.001$). As

identified by Fauzi & Priatna (2023) and confirmed by this study's qualitative insights, teachers frequently struggle with:

1. Formulating genuine problem-based and inquiry-based project scopes tailored to local environmental or cultural themes (Kearifan Lokal, Gaya Hidup Berkelanjutan).
2. Implementing process-oriented, authentic rubric evaluations rather than grading final physical artifacts.
3. Managing financial expectations, preventing P5 from becoming a financial burden on students' families during year-end exhibition ceremonies (Gelar Karya).

Structural Inequities: The Java–Outer Island–3T Disparity

The statistical disparities identified across geographical strata ($F = 42.18$, $p < 0.001$) underscore the ongoing challenge of equity in Indonesian educational reform. The Merdeka Curriculum was designed with inherent flexibility to enable context-specific adaptations. However, without equitable distribution of basic learning infrastructure (electricity, stable internet connectivity, physical laboratory facilities, and adequate operational funding), curricular freedom risks amplifying pre-existing educational divides between resource-rich urban centers in Java and historically underserved schools in Eastern Indonesia and frontier regions.

Urban Java Institutions:

- ICT & Internet Access: High-speed fiber/4G (96.4%)
- PMM Engagement Index: High active completion (4.42/5)
- Differentiated Learning Execution: Moderate-High (3.92/5)
- External Facilitator Scaffolding: Frequent / Regular access
- KOSP Contextualization Quality: Highly tailored to local industry

Outer Island Regional Hubs:

- ICT & Internet Access: Moderate broadband/4G (78.2%)
- PMM Engagement Index: Moderate completion (3.68/5)
- Differentiated Learning Execution: Moderate (3.45/5)
- External Facilitator Scaffolding: Periodic access
- KOSP Contextualization Quality: Moderate adaptation

Frontier / Remote (3T) Schools:

- ICT & Internet Access: Intermittent/No internet (31.5%)
- PMM Engagement Index: Low/Sporadic access (2.41/5)
- Differentiated Learning Execution: Low / Emerging (2.78/5)
- External Facilitator Scaffolding: Rare / Virtual-only access

- KOSP Contextualization Quality: Literal copy of national templates

Limitations of the Study

Several methodological limitations should be considered when interpreting these findings:

1. Cross-Sectional Design: The quantitative phase captures a specific cross-sectional snapshot of an evolving multi-year curriculum rollout. Longitudinal panel studies are needed to track teacher pedagogical growth over multi-year cycles.
2. Self-Reported Measures: Survey responses regarding pedagogical competencies and differentiated learning execution may carry social desirability bias, though triangulated with qualitative interviews and classroom observation protocols.
3. Student Outcome Linkage: This study focused on educator and institutional implementation factors; future research must establish direct causal links between specific curriculum implementation fidelity metrics and standardized national student literacy/numeracy gains (Asesmen Nasional / ANBK).

5. Conclusion and Policy Recommendations

Conclusion

The effective implementation of the Kurikulum Merdeka in Indonesian schools is not a function of statutory decree alone, but an emergent property of a complex, interdependent educational ecosystem. Empirical modeling confirms that Teacher Pedagogical Readiness is the single strongest direct determinant of curriculum execution fidelity, closely supported by Transformational School Leadership and anchored by Institutional Infrastructure. Digital platforms such as PMM provide valuable scalability, but cannot substitute for in-person instructional coaching, localized teacher collaboration, and equitable physical learning resources. Addressing the persistent implementation gap between pilot Sekolah Penggerak and self-funded Mandiri schools, as well as between Java and 3T regions, is imperative if the Merdeka Curriculum is to achieve its fundamental promise of high-quality, equitable education for all Indonesian children (Indonesia Emas 2045).

Actionable Tri-Level Policy and Practice Implementation

1. MACRO LEVEL: Kemendikbudristek & Regional Education Offices (Dinas Pendidikan)
 - De-emphasize quantitative PMM certification counts in performance appraisals.
 - Deploy offline asynchronous resource kits and on-site expert coaches to 3T areas.
 - Equalize targeted operational grants for non-Penggerak Mandiri adopters.
2. MESO LEVEL: School Principals & School Supervisory Boards (Pengawas Sekolah)
 - Institutionalize weekly in-school teacher learning communities (Kombel).
 - Reorient clinical supervision toward formative, differentiated feedback.

- Streamline P5 project budgets to prioritize character over elaborate exhibitions.

3. MICRO LEVEL: Classroom Teachers & Subject Working Groups (KKG / MGMP)

- Integrate rapid cognitive and non-cognitive diagnostic tools before each unit.
- Implement tiered assignment matrices to manage mixed-ability classrooms.
- Co-design authentic, rubric-based P5 assessment frameworks across disciplines.

Actionable Policy and Practice Recommendations

To translate these empirical insights into systemic improvements, a tri-level framework for educational policymakers, school leaders, and teaching practitioners is formulated:

1. Macro-Level Policy Interventions (Kemendikbudristek and Local Education Agencies)

- Rebalance Digital and Clinical Professional Development: De-link PMM digital badge/certificate counts from official civil servant (ASN/PPPK) performance evaluation systems to reduce digital performative compliance. Complement PMM with itinerant clinical coaching teams (Guru Penggerak Pengimbas) deployed to remote and 3T educational units.

- Targeted Financial and Infrastructure Equalization: Allocate dedicated affirmative school operational subsidies (BOS Kinerja Afirmatif) to low-resource Mandiri Belajar and Mandiri Berubah schools in 3T regions to establish functional classroom digital infrastructure and printed diagnostic testing toolkits.

- Differentiated Policy Expectations: Establish flexible implementation milestones that acknowledge local infrastructural realities, allowing remote schools to focus on foundational literacy and numeracy adaptations before expecting complex, multi-theme digital P5 portfolios.

2. Meso-Level Institutional Interventions (School Principals and Supervisors)

- Mandate In-School Collaborative Learning Time (Komunitas Belajar): Protect a minimum of two hours per week within the formal school timetable for structured, collaborative teacher study groups to deconstruct Capaian Pembelajaran, build shared Modul Ajar, and calibrate student assessment rubrics.

- Shift from Administrative Inspection to Instructional Coaching: School supervisors (Pengawas) and principals must shift evaluation protocols from inspecting 40-page administrative module dossiers to observing and supporting real-time differentiated classroom interactions.

- Demystify and De-commercialize P5: Issue strict institutional guidelines restricting expensive student-funded Gelar Karya exhibitions. Refocus P5 co-curricular hours on low-cost, high-impact reflective community service, environmental stewardship, and cultural inquiry.

3. Micro-Level Pedagogical Adaptations (Classroom Teachers and Subject Working Groups)

- Institutionalize Simple, Actionable Diagnostic Assessments: Adopt rapid, 5-minute pre-instructional formative checks (e.g., exit tickets, 3-question tiered quizzes, peer concept mapping) at the start of each learning chapter to generate actionable student readiness groupings without generating excessive grading workloads.

- Adopt Tiered Assignment Strategies: Structure differentiated lessons using tiered tasks (Foundation, Core, and Extension) around identical core concepts, ensuring all students achieve essential learning competencies while accommodating varying learning paces.

- Leverage Peer Collaboration in Subject Working Groups (KKG / MGMP): Share and adapt existing contextualized teaching modules across school clusters rather than writing curriculum documents from scratch, freeing valuable time for direct student mentoring and remedial support.

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