



## Curriculum Management Strategy to Improve Educational Quality in Resource-Limited School

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### Abstract

Curriculum management is a strategic instrument in determining the direction of educational quality; however, its effectiveness is often hindered by the limited structural resources in private schools. This study aims to analyze the implementation of curriculum management functions, including planning, development, implementation, and evaluation, and its impact on educational quality. The research employs a qualitative approach with a descriptive method. Data collection was conducted through in-depth interviews, observations, and document studies. The findings reveal that curriculum management is carried out through a pragmatic-adaptive approach as a response to the lack of facilities and competencies. Planning and development are carried out through benchmarking strategies and partial modifications to address the scarcity of professional training. Implementation relies heavily on teacher agency with dual job responsibilities and social capital based on familial ties, yet is distorted by low external participation. Evaluation has shifted its orientation from pedagogical substance to administrative concerns, with the adoption of compensatory assessment mechanisms based on character development to support students' academic progress. The significance of this research lies in its contribution to understanding how curriculum management, adapted to resource constraints, can still ensure the sustainability of quality education in private schools, providing valuable insights for other similar institutions facing comparable challenges.

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## Introduction

Curriculum management occupies a central operational position in the educational process because it directly determines the direction, coherence, and quality of learning outcomes within schools (Efendi, 2022; Van Manen, 1991). Given its strategic role in shaping students' competencies, the development and implementation of curriculum cannot be approached in a fragmented or purely administrative manner; rather, it must be grounded in a robust and systematic management framework. (Anshu et al., 2022; Gerard et al., 2022) emphasize that curriculum management functions as a mechanism to optimize educational resources and learning experiences through an integrated cycle consisting of planning, organizing, implementing, and evaluating learning activities. This management cycle becomes even more critical in schools operating with limited resources, where strategic allocation of human capital, instructional time, and learning materials determines whether educational objectives can realistically be achieved. Resource-constrained educational context shows that effective curriculum management often relies on adaptive strategies such as teacher collaboration in lesson planning, contextualized learning materials, flexible scheduling, and community-based resource mobilization (Levatino, 2017; Perez-Encinas et al., 2021). In many under-resourced schools, for instance, teachers frequently engage in collaborative curriculum mapping and peer-based instructional planning to compensate for the lack of formal training resources, while school leaders prioritize essential competencies and streamline learning objectives to align with available infrastructure and instructional capacity.

From the perspective of (Kutsyuruba & Bezzina, 2024a), curriculum management should not be understood merely as administrative compliance, but rather as a cyclical and dynamic process encompassing curriculum planning, development, implementation, and evaluation, all of which must remain responsive to national educational standards while simultaneously reflecting the socio-cultural realities of the community. Within this framework, curriculum becomes an adaptive instrument that evolves through continuous feedback loops involving teachers, school administrators, students, and local stakeholders. The evidence from schools with limited funding further demonstrates that successful curriculum management strategies often include contextual curriculum adaptation, integration of local knowledge and community expertise into learning activities, and ongoing formative evaluation practices that enable educators to refine instructional approaches despite structural constraints (Burbules et al., 2020). These practices illustrate that effective curriculum management does not solely depend on abundant financial resources, but rather on strategic leadership, collaborative governance, and reflective pedagogical practices that allow schools to maximize existing capacities while maintaining alignment with broader educational quality standards.

(Nurhasanah & Sobandi, 2016) emphasizes that curriculum management must adhere to educational standards while actively engaging teachers, parents, and school committees, yet in resource-limited schools, the implementation often diverges from this ideal due to structural constraints such as inadequate

collaboration, insufficient instructional materials, and varying student readiness, a pattern confirmed by (Tanjung, 2023) who identifies these factors as primary barriers to effective curriculum execution. International evidence further illustrates that schools with coordinated leadership and professional learning communities exhibit more coherent curriculum implementation, whereas fragmented organizational structures undermine instructional consistency, with (Feng et al., 2022) and (Veluvali & Suriseti, 2022) demonstrating that distributed leadership and teacher participation in curriculum decision-making significantly mitigate the impact of limited infrastructure. And (Asrini et al., 2023) show that collaborative lesson planning, peer mentoring, and contextual curriculum adaptation, including local knowledge integration, allow under-resourced schools to maintain pedagogical relevance and engagement. Finally, (Pambudi & Harjanto, 2020) provide empirical evidence that active involvement of parents and community stakeholders enhances accountability and resource mobilization, collectively illustrating that strategic, participatory, and adaptive curriculum management can substantially elevate educational quality despite systemic constraints.

Although existed research on curriculum management, existing studies predominantly focus on well-resourced schools or general administrative frameworks, leaving a significant gap in understanding how strategic curriculum management can be effectively operationalized in schools facing resource constraints, where structural limitations, insufficient instructional materials, and low stakeholder engagement often hinder learning quality. While international research highlights the benefits of distributed leadership, collaborative planning, contextual adaptation, and community involvement, there remains limited empirical evidence on how these strategies can be systematically integrated and prioritized in low-resource contexts to maximize both instructional coherence and student outcomes. This study addresses this gap by investigating practical curriculum management strategies tailored to schools with limited resources, examining how adaptive planning, participatory governance, resource mobilization, and continuous formative evaluation can interact to enhance educational quality. By doing so, the research contributes both theoretically and practically, providing an evidence-based framework that guides educators, school leaders, and policymakers in implementing scalable, context-sensitive curriculum management interventions that improve learning outcomes and ensure equitable educational opportunities in under-resourced educational settings.

The phenomenon of curriculum management gaps is clearly evident at SMP Plus Yapimda Jakarta, where multidimensional challenges threaten the overall quality of education, making this school a critical locus for examining effective curriculum strategies in resource-constrained contexts. At the planning stage, stakeholder participation is markedly deficient, with minimal involvement from parents and the school committee, resulting in incomplete and less comprehensive curriculum plans, while at the implementation stage, teachers' limited understanding of the curriculum—exacerbated by insufficient professional development programs—undermines instructional effectiveness. These issues are compounded by severe resource constraints, including teachers handling non-

linear subject assignments, the absence of a librarian leading to ineffective library management, and stagnant teaching methods dominated by conventional textbooks and worksheets without adequate digital integration. Moreover, the controlling function as a quality assurance mechanism is notably weak, evidenced by the principal's inconsistent teacher supervision since 2020, highlighting a lack of quality control in the learning process. Based on this empirical background, the study aims to conduct an in-depth analysis of curriculum management practices, with the objective of identifying practical strategies to optimize stakeholder engagement, resource utilization, and instructional quality to enhance educational outcomes in a challenging, resource-limited environment.

## Methods

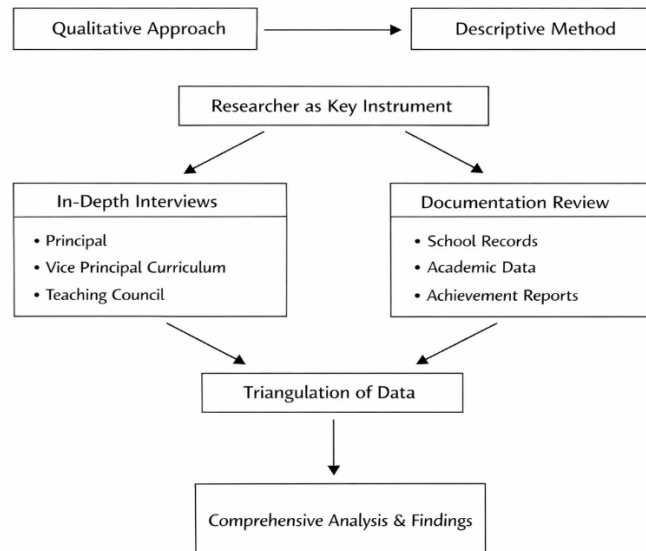
The present study employs a qualitative approach with a descriptive method to gain an in-depth understanding of curriculum management phenomena (Tesar, 2021). This approach was selected because the research process unfolds organically, prioritizing qualitative data to address issues that require comprehensive comprehension of events and contextual factors (Bridges, 2017). By adopting this design, the researcher aims to provide a systematic, factual, and accurate narrative account of the nature, characteristics, and interrelationships of phenomena related to curriculum management, offering insights into how these processes influence the enhancement of teaching standards within the school. The qualitative-descriptive framework allows the study to capture the complexity and nuance of curriculum practices, stakeholder interactions, and institutional challenges in a way that purely quantitative methods cannot (Cohen et al., 2007).

And the data collection process, the researcher serves as the primary instrument, reflecting the principle that in qualitative research, human observation and interpretation are central to understanding social phenomena (Marx, 2023). Instrument validation was conducted by evaluating the researcher's mastery of qualitative methodology, theoretical knowledge of curriculum management, and logistical and academic preparedness prior to fieldwork. This ensures that the data collected are reliable and that interpretations accurately reflect the studied phenomena (Nind et al., 2020). The researcher's direct engagement with participants enables the capture of rich, context-sensitive insights that are essential for understanding the practical dynamics of curriculum planning, implementation, and evaluation in a resource-constrained school setting.

Data collection was carried out through two main mechanisms: in-depth interviews and document analysis. In-depth interviews provided a dialogical platform to elicit substantive information from key informants (Lê & Schmid, 2022), including the Principal, Vice Principal for Curriculum, and the School's Teaching Council, allowing the researcher to explore experiences, perceptions, and practices related to curriculum management. To strengthen the validity of findings, interview data were triangulated with documentation, encompassing historical records, written archives, school profiles, academic performance data,

and records of school achievements. This combination of methods ensured a comprehensive and corroborated understanding of curriculum management processes, highlighting both successes and challenges in enhancing instructional quality and overall educational standards.

Figure 1. The Research Methods Phase



## Finding and Discussion

### Finding

Operationally, the sub-finding observed in the field pertains to the manner in which the school navigates the constraints inherent in being a private institution with limited financial and human resources. In practice, this manifests as a dual strategy of curriculum adaptation and organizational climate reinforcement. Curriculum adaptation involves selectively modifying lesson plans, instructional materials, and extracurricular activities to maximize learning outcomes within resource constraints. Simultaneously, the school fosters a familial organizational climate, emphasizing mutual support among teachers, collaborative problem-solving, and participatory decision-making, which collectively serve to buffer the limitations imposed by scarce resources. This operational definition situates the school's approach as an intentional, systematic effort to optimize both pedagogical delivery and social cohesion within its institutional environment.

During interviews, one senior teacher highlighted, "We often do not have the latest textbooks or full access to digital resources, so we adjust by integrating multi-grade teaching techniques and peer-assisted learning within the classroom." The researcher interprets this statement as evidence of proactive curriculum management, where resource scarcity is not merely a constraint but a catalyst for pedagogical innovation. The teacher's reflection illustrates the school's reliance on adaptive instructional strategies, which maintain educational quality by leveraging the expertise of teachers and the collaborative engagement of students.

Another informant, the school principal, emphasized the significance of relational dynamics: "Our teachers and staff treat each other like a family. Decisions about curriculum changes, scheduling, and resource allocation are discussed collectively, so everyone feels ownership of the outcomes." From the researcher's perspective, this underscores a complementary strategy whereby fostering an organizational culture grounded in trust, mutual respect, and shared responsibility strengthens the school's resilience. The interplay between adaptive curriculum practices and the cultivation of a family-oriented climate reflects a systemic approach to maintaining educational standards despite external limitations.

Observational data further corroborates these interview findings. Classroom visits revealed teachers employing creative, low-cost instructional aids such as handmade visual charts, peer tutoring sessions, and project-based learning activities that require minimal material investment. Additionally, staff meetings were observed to include open dialogue, collaborative problem-solving, and iterative feedback mechanisms. The researcher interprets these observations as tangible evidence of the operationalization of both curriculum modification and organizational climate strategies. These practices suggest that the school's internal dynamics actively compensate for resource limitations, ensuring continuity and quality in educational delivery.

In restating the overall findings, the data collectively indicate that the school implements a dual approach: first, it adapts the curriculum to fit resource constraints through innovation and collaborative pedagogical techniques; second, it reinforces an organizational climate characterized by familial cohesion, participatory engagement, and shared responsibility. By doing so, the school mitigates the potential negative impact of limited resources on student learning outcomes, demonstrating a structured and intentional model of resilience and quality enhancement.

Analysis of these patterns reveals a coherent operational strategy: schools with limited resources tend to thrive when adaptive curriculum management is integrated with strong social and organizational support structures. The convergence of resource-sensitive pedagogical practices and a collaborative, family-like climate creates a self-reinforcing system, wherein educational quality is maintained not solely through material inputs but through deliberate, human-centered interventions. This pattern suggests that resource scarcity, when coupled with strategic management and relational investment, can stimulate innovation and strengthen institutional cohesion, ultimately supporting sustainable educational excellence.

Table 1. Strategy of Curriculum Adaptation and Organizational Climate Reinforcement

<b>Informant Position</b>	<b>Interview Excerpt</b>	<b>Indicator</b>
Teacher	"We often do not have the latest textbooks or full access to digital resources, so we adjust by integrating multi-grade teaching techniques and peer-assisted learning within the classroom."	Adaptive Curriculum Management: Innovative instructional strategies, resource optimization, peer-assisted learning
School Principal	"Our teachers and staff treat each other like a family. Decisions about curriculum changes, scheduling, and resource allocation are discussed collectively, so everyone feels ownership of the outcomes."	Organizational Climate: Collaborative decision-making, participatory engagement, family-oriented culture
Classroom Teacher	"During group projects, students help each other and use simple, handmade visual aids, which helps learning even when materials are limited."	Resourceful Teaching Practices: Creative, low-cost teaching aids, student collaboration, experiential learning
Administrative Staff	"In staff meetings, we openly discuss challenges and share suggestions for improving lessons and schedules. Everyone's opinion is considered before decisions are made."	Participatory Leadership: Open communication, shared responsibility, inclusive planning

Based on data analysis, curriculum management is carried out using a highly pragmatic and adaptive approach. The research findings indicate that this school faces the classic challenges of private schools with limited resources, yet responds to them through strategies of modification and strengthening the family-like organizational climate. The following is an in-depth discussion of the dynamics of curriculum management and its impact on the quality of education.

### **Alignment Curriculum Planning with Institution's Vision**

Curriculum planning begins with a strategic alignment between the institution's vision and mission and a comprehensive assessment of student needs (Bezzina, 2024). This operational approach reflects principle of curriculum management, emphasizing the importance of a solid philosophical foundation that underpins every instructional decision. By grounding the planning process in both institutional goals and learner-centered needs analysis, the school establishes a coherent framework that guides the selection of learning objectives, instructional materials, and assessment methods (Olsson et al., 2025). This alignment ensures that curriculum decisions are purposeful and contextual, forming the basis for subsequent adaptive strategies in response to dynamic educational policies.

In navigating the transition to the newly implemented Merdeka curriculum over the past two years, the school has adopted an adaptive planning approach. The school conducts benchmarking visits to other institutions, studying alternative practices and evaluating its relevance to the local context. This mechanism demonstrates that curriculum selection and material development are

not passive acts of adoption; rather, they involve deliberate contextual modification (Kutsyuruba & Bezzina, 2024b). Such modifications bridge competency gaps among teaching staff, ensuring that learning content remains suitable for internal capacities and aligned with broader pedagogical standards (Alenezi, 2023). The process reflects an intentional, iterative adaptation model designed to maintain educational quality within resource-limited conditions.

Despite clearly articulated and measurable curriculum goals, the dimension of instructional strategy development encounters significant distortions due to limited resources. The school's ambition to design interactive and technology-enhanced learning experiences is structurally constrained by insufficient technological infrastructure, including minimal and shared availability of projectors, as well as the limited professional training of teachers. This situation corroborates the findings of (Little & McDaniel, 2015), which emphasize that in private schools with scarce resources, the lack of supporting facilities constitutes a primary barrier rather than a mere technical inconvenience. Consequently, curriculum planning often assumes a pragmatic character, with educators engaging in "emergency adaptation" strategies rather than pursuing ideal pedagogical models.

On the aspect of evaluation design and stakeholder involvement, the school demonstrates a highly decentralized and teacher-autonomous planning approach. Educators are granted full flexibility in developing both formative and summative assessment instruments, as well as in modifying teaching strategies independently of rigid administrative validation processes (Maker et al., 2021). While the absence of standardized oversight presents potential risks to assessment uniformity, the school mitigates these gaps by actively involving parents as strategic partners in student support planning (Chen et al., 2020). This partnership fosters a collaborative environment in which curriculum effectiveness is reinforced through social engagement rather than reliance on formalized, top-down control.

Observational data indicate that such decentralization encourages innovative practices within the classroom. Teachers employ adaptive lesson structures, integrating peer-assisted learning, project-based tasks, and contextually relevant materials that compensate for infrastructural limitations. The researcher interprets these practices as evidence of the school's operational resilience: flexibility and autonomy in planning are leveraged to maintain pedagogical effectiveness despite structural deficiencies. Furthermore, parental participation strengthens the support network for students, extending the scope of curriculum implementation beyond institutional boundaries and reinforcing learning outcomes through community engagement.

The curriculum planning reflects a dual strategy that combines managerial flexibility with social collaboration. Strategic alignment with institutional philosophy, adaptive benchmarking, resource-conscious instructional design, and participatory evaluation collectively characterize the school's approach (Austin, 1981; Segú Odriozola, 2023). The emerging pattern indicates that, in contexts of limited material resources, curriculum quality is maintained not solely through

formal infrastructure or rigid standardization, but through deliberate, context-sensitive adaptations and the cultivation of strong relational networks among teachers, students, and parents. This integrative approach demonstrates a systematic model of sustaining educational quality by balancing pragmatic constraints with innovative and collaborative strategies.

### **Curriculum Development and Instructional Innovation**

The curriculum development function reveals structural challenges that have contributed to stagnation in both instructional innovation and the realization of the school's institutional vision. The curriculum development process tends to be repetitive, with updates to curriculum documents often limited to editorial modifications rather than substantive revitalization of the school's vision and mission (Palaniappan & Noor, 2022; Wu et al., 2024). This cyclical pattern restricts opportunities for meaningful pedagogical advancement, creating a context in which curriculum innovation becomes more procedural than transformative. Operationally, the school's approach reflects a pragmatic adherence to documentation requirements while minimizing systemic changes to instructional frameworks.

In response to these limitations, teachers have adopted a "middle path" strategy, sourcing teaching materials from MGMP (teacher working groups) or other schools and adapting Student Worksheets (LKS) to substitute for primary textbooks. This practice illustrates an adaptive coping mechanism rather than passive replication, allowing teachers to maintain instructional continuity despite limited resources and professional development opportunities. Such behaviour aligns with the findings (Morris et al., 2025) of which highlight that in contexts of constrained training and resources, educators frequently implement self-directed adaptations of external materials to meet classroom demands. Teachers effectively navigate these constraints by transforming external content into locally relevant learning experiences.

Curricular development is further constrained within the dimension of teaching strategy. The school's ambition to implement modern, interactive learning methods is significantly compromised due to two primary deficits: the absence of professional in-house training programs and limited technological infrastructure, such as scarce and shared projectors (Ginzburg et al., 2021; Pan, 2020). Consequently, pedagogical practice heavily relies on conventional approaches and the predominant use of LKS. This condition corroborates (Wolff et al., 2020)'s research, which asserts that without adequate instructional support and continuous teacher competence development, a curriculum risks becoming a "dead document" with minimal operational impact in the classroom. In this context, the school demonstrates a persistent gap between ideal instructional planning and practical implementation.

Despite these structural limitations, the school exhibits a unique pragmatic flexibility in curriculum assessment practices. A dual evaluation system is employed, combining standardized summative assessments either midterm and final exams with formative assessments focused on character development and

non-academic competencies (Toh & Kirschner, 2020). This approach allows teachers to address diverse student needs by recognizing attendance, behaviour, and neatness as determinants for academic progression. Such policies reflect a strategic adaptation in which assessment becomes a tool not only for measuring learning outcomes but also for fostering inclusive educational support.

Observational evidence shows that these assessment practices create a classroom environment oriented toward both accountability and student-centered support. Teachers implement regular formative feedback sessions and actively monitor non-academic indicators, reinforcing behavioural and social competencies alongside cognitive development (She et al., 2019). The researcher interprets this dual approach as evidence of the school's humanistic-pragmatic orientation, wherein curriculum development serves broader developmental objectives beyond strictly academic achievement. By balancing summative rigor with formative flexibility, the school cultivates an environment that mitigates the constraints imposed by infrastructural deficiencies.

The pattern emerging from the school illustrates a curriculum development model shaped by structural constraints yet mediated through adaptive, humanistic strategies. Teachers employ coping mechanisms to adapt external materials, instructional methods gravitate toward conventional and low-resource solutions, and assessment practices integrate both academic and non-academic determinants. This model demonstrates that in resource-limited contexts, sustaining educational quality requires strategic pragmatism, relational engagement, and contextually informed adaptations. The school's approach highlights a clear pattern: while structural limitations hinder idealized curriculum design, deliberate flexibility and inclusive assessment strategies ensure that learning remains effective and equitable.

### **Curriculum Implementation to Build Contextual Adaptation**

The implementation of the curriculum is heavily reliant on teacher agency as the primary driver of contextual adaptation. Teachers act as the central actors in translating curriculum mandates into practical classroom activities, often compensating for systemic and infrastructural gaps. Findings indicate that where teachers' understanding of the curriculum is not fully developed, they strategically leverage external collaborations with MGMP networks and school alumni to modify teaching materials in ways that align with the school's realities. This tactical approach addresses the imbalance between rigid human resource management—evident in linearized recruitment policies—and the limited availability of physical resources, such as the absence of standard textbooks and the shared use of projectors. The phenomenon aligns with (Ristiana, 2023)'s study, which highlights that primary obstacles to Merdeka curriculum implementation often originate from restricted access to information and learning resources, compelling teachers to perform "forced adaptation" during transitional periods.

In practice, curriculum implementation does not proceed due to the availability of ideal infrastructure but rather because of teacher initiative. Educators creatively utilize digital content accessible via mobile devices and

adapted Student Worksheets (LKS) to substitute for comprehensive learning materials. This reliance on teacher resourcefulness underscores a broader pattern in resource-constrained schools, where pedagogical continuity is maintained through human capital rather than institutional provision. The adaptive behaviour of teachers illustrate an emergent form of curriculum resilience, in which learning is sustained despite structural inadequacies.

A critical observation in the school's implementation process is the imbalance in participation between internal and external stakeholders. Internally, limited personnel require teachers and administrative staff to perform dual roles, ensuring that educational operations continue without disruption. Externally, parental involvement and engagement from the school committee remain minimal, revealing a significant participation gap. This reality contrasts with the findings of (Pak et al., 2020), who emphasizes that effective curriculum implementation requires active parental involvement—not only as supervisors of homework but as strategic partners in educational communication. The lack of parental feedback results in a one-directional curriculum cycle, placing the full burden of student learning outcomes on the school alone.

Facing these dual challenges of limited resources and low external participation, the school relies on a flexible, humanistic organizational culture to sustain curriculum implementation. Teachers are granted broad autonomy in selecting teaching methods and designing remedial mechanisms, while a familial approach is maintained to ensure psychological comfort prior to the enforcement of discipline. This strategy supports the stability of learning activities and fosters a supportive environment conducive to student engagement. However, the approach is not without weaknesses, particularly in terms of quality assurance and systematic oversight.

Figure 2. The Limited Resources and Curriculum Implementation



One notable limitation is the absence of structured classroom supervision. Monitoring mechanisms at the school primarily focus on learning outcomes, rather than processes. As a result, the school lacks empirical data on classroom interactions, teaching practices, and the effectiveness of adaptive strategies. Without objective metrics to evaluate instructional processes, decisions for improving teaching quality remain largely intuitive, relying on teacher experience and judgment rather than structured evidence. This gap highlights a significant

challenge in maintaining accountability while preserving flexibility in curriculum execution.

The curriculum implementation illustrates a complex interplay between teacher agency, adaptive strategies, and humanistic organizational culture. While structural limitations and insufficient stakeholder participation create significant constraints, teacher-led modifications, digital resource utilization, and flexible teaching approaches ensure continuity and relevance of learning. The emergent pattern indicates that successful implementation in resource-limited settings depends not only on formal infrastructure but also on the creativity, autonomy, and relational engagement of educators. Nevertheless, the lack of structured process evaluation represents a critical area for improvement, suggesting that integrating systematic monitoring could enhance both instructional quality and curriculum effectiveness in the long term.

### **Curriculum Evaluation as Administrative Control Mechanism**

Curriculum evaluation demonstrates a marked shift in institutional priorities, emphasizing resource management and logistical concerns over substantive analysis of learning content. Field observations indicate that indicators of curriculum success are predominantly measured through teacher attendance rates and the availability of physical facilities, rather than through the effectiveness of pedagogical methods (White et al., 2014). This approach reflects a pragmatic survival-oriented strategy, in which the school seeks to maintain operational continuity despite infrastructural limitations. While this ensures that classes proceed and basic administrative functions are fulfilled, it also results in a lack of deep reflection on instructional quality and the educational impact of teaching practices.

At the macro level, curriculum evaluation functions primarily as an administrative control mechanism, providing oversight for operational compliance rather than serving as a tool for pedagogical enhancement. Annual reviews focus on quantifiable metrics such as classroom occupancy, availability of learning materials, and completion of scheduled activities (Lafrarchi, 2020). Such measures, while necessary for institutional accountability, fail to capture nuanced insights into how students engage with the curriculum or the effectiveness of specific teaching strategies. Consequently, curriculum evaluation is confined to procedural validation, rather than guiding iterative improvements in instructional design or classroom interaction.

Despite the administrative emphasis, the school's approach to student assessment reflects a responsive adaptation to learner characteristics. The school implements a comprehensive evaluation system that integrates both summative and formative assessments, with a notable emphasis on non-cognitive factors. Formative assessments prioritize students' behaviour, attendance, and classroom engagement, functioning as compensatory mechanisms to support learners with low academic motivation. This strategy aligns with (Suhayib & Ansyari, 2023)'s findings, which highlight that in educational contexts where students' intrinsic

academic drive is limited, character assessment often becomes a primary indicator of educational success. The school's practice of assigning "discipline" as a key evaluative variable validates this pragmatic, human-centered orientation in their assessment framework.

Structural weaknesses in curriculum evaluation emerge from limited stakeholder participation and unidirectional data flows. Strategic discussions about curriculum largely occur at the leadership level, while external oversight from the foundation and school committee remains minimal or absent (Assa'idi, 2021). Similarly, students are seldom invited to provide feedback on teaching quality, resulting in evaluation data that reflect only end-point outcomes rather than the processes leading to those results. The lack of multi-directional communication inhibits diagnostic assessment, leaving educators without evidence-based insights to address underlying learning challenges.

Observational evidence further illustrates the operational implications of these limitations. Evaluation meetings tend to focus on compliance reports and documentation of attendance or resource availability rather than qualitative reviews of lesson delivery or student engagement. Teachers and staff rarely engage in reflective dialogue about instructional practices, and remedial planning is often reactive, guided by performance outcomes rather than formative insights. The researcher interprets this pattern as an institutional reliance on procedural metrics at the expense of pedagogical understanding, which constrains the school's capacity to implement continuous quality improvement.

And the last, the pattern emerging curriculum evaluation reveals a dual orientation: while administrative oversight ensures the school's survival amid resource limitations, assessment of instructional quality and student learning remains underdeveloped. The emphasis on non-cognitive evaluation and disciplinary indicators compensates for gaps in academic engagement but does not fully address the systemic need for reflective, process-oriented evaluation. This analysis suggests that enhancing stakeholder participation, establishing feedback mechanisms from students and parents, and integrating empirical process evaluation would strengthen the school's capacity to improve learning outcomes while maintaining operational stability.

## Conclusion

Based on the research findings, curriculum management reflects a pragmatic-adaptive approach, strategically responding to resource constraints while maintaining educational continuity. In curriculum planning and development, the school employs benchmarking and partial material modification as coping mechanisms to bridge gaps in teacher competency and limited technological infrastructure, such as scarce projectors, with minimal in-house training and institutional vision stagnation resulting in repetitive curriculum updates. Teachers assume a central role in implementing emergency adaptations, utilizing Student Worksheets (LKS) and simple digital materials as substitutes for primary textbooks. Curriculum implementation relies heavily on teacher agency and the school's social capital, with a familial organizational climate and

harmonious teamwork supporting learning continuity despite limited personnel. Double-job management ensures operational effectiveness, yet structural challenges persist, particularly in external participation due to passive parental engagement and an inactive school committee. In evaluation, the focus shifts from pedagogical substance to managerial and logistical priorities, emphasizing teacher attendance and administrative compliance, while compensatory assessments prioritize character, behaviour, and presence to facilitate academic mastery. Overall, the school balances inclusivity and humanistic education with pragmatic compromises in academic standardization.

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