Managing the emancipated curriculum in transformational senior high schools: A phenomenological study in West Lombok

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Abstract
Character-based education is increasingly important in the Society 5.0 era as globalization and digitalization challenge traditional values. Indonesia introduced the Emancipated Curriculum to address learning loss and strengthen the Pancasila Student Profile Project (P5), which emphasizes both intellectual and moral development. However, gaps remain between curriculum ideals and school-level implementation, particularly due to heavy teacher administrative burdens and limited supervision. This study examines how two Teacher Empowerment public senior high schools in West Lombok manage the Emancipated Curriculum through four management functions: planning, organizing, implementing, and supervising. A qualitative phenomenological approach was conducted at Senior High School 1 Gerung. Data were collected through in-depth interviews with school leaders, teachers, and supervisors, non-participant observations, and analysis of curriculum documents. Data validity was ensured using the Miles and Huberman interactive analysis model, along with triangulation and member checking. The findings show that curriculum planning was systematic and collaborative, producing context-based plans aligned with student needs. Curriculum organization was adaptive and participatory, supported by functional teams and regular coordination. Learning implementation shifted toward student-centered, differentiated, and project-based instruction that integrated character education and local community contexts. Supervision became more reflective through academic supervision, peer review, and digital reporting, although consistent follow-up remains a challenge. Effective curriculum management was marked by collaborative leadership, community involvement, and continuous teacher development.
Keywords: Emancipated curriculum, curriculum management, transformational school, phenomenological approach

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INTRODUCTION

National education in Indonesia carries a fundamental mandate as stipulated in Law No. 20 of 2003 Article 3, namely, to develop students' abilities and to shape the character and civilization of the nation. This mandate has a dual dimension: it builds intellectual intelligence while also strengthening the morals, character, and civic responsibility of learners. In the era of Society 5.0, however, this noble goal faces serious challenges. Globalization and digitalization have rapidly altered learning patterns and, in many cases, have eroded the social and cultural values that

once served as the moral foundation of society. Consequently, education must holistically nurture strong character so that the younger generation is prepared to face uncertain future challenges (Yusuf et al., 2024). Character education is crucial because it hones not only cognitive abilities but also emotional intelligence, which significantly influences academic success and adaptability (Zubaidah, 2019). Prior research has affirmed that character-building education integrated with academics improves students' resilience and success in school (Arraniri et al., 2024).

The demand for holistic education has grown as public expectations rise. Parents have become more selective in choosing schools, seeking not only academic excellence but also a strong moral and religious foundation for their children (Wardi, 2025). noting that parents are now more selective in choosing schools, demanding not only academic excellence but also a strong moral and religious foundation. At this point, the curriculum plays a central role in education as it equips students with knowledge, attitudes and skills in line with social and technological developments (Tinsae, 2016). The government's latest policy through the Minister of Education, Culture, Research and Technology Decree Number 262/M/2022 concerning the implementation of the Emancipated Curriculum emphasizes a shift in the curriculum paradigm, with a focus on learning recovery, strengthening the Pancasila Student Profile, and flexibility in educational units (Mendikbudristekdikti, 2022). The Emancipated Curriculum is then positioned as an instrument of national education reform that not only emphasizes literacy and numeracy but also character building.

Several previous studies have shown the positive impact of the Emancipated Curriculum. The flexibility of this curriculum provides space for teachers to design learning according to the school context and student needs (Abbas et al., 2024). The project-based learning approach in the Emancipated Curriculum also encourages creativity and independence among students (Khoirurrijal et al., 2022). In fact, based on the 2022 PISA results, Indonesia's ranking has improved, rising 5 places in reading and mathematics literacy and 6 places in science literacy. Although Indonesia's score decreased by about 12 points, this decline was still milder than the global average, which fell by 18 points, indicating the resilience of Indonesian education in the post-Covid-19 pandemic period (Mendikbudristekdikti, 2022). However, other studies show that there are serious challenges in the field. Excessive administrative burdens on teachers are one of the main problems (Desianti & Rahayuningsih, 2022), while weak academic supervision systems are also a concern (Rahmawati et al., 2023). This means that despite positive achievements, the implementation of the Merdeka Curriculum still leaves structural and technical issues that need to be examined more deeply.

In the local context, the implementation of the Emancipated Curriculum through the Transformational School Program (PSP) has become a strategic arena for observing the dynamics of change. Senior High School 1 Gerung and Senior High School 1 Sekotong in West Lombok Regency are two activating schools that have been pioneers in implementing this curriculum since 2022. Initial observations indicate proactive leadership from school principals through regular meetings and teacher mentoring. The importance of collaboration between school principals and teachers in the successful implementation of the curriculum. However, there are still obstacles such as limited infrastructure, high administrative burdens, difficulties in implementing differentiated learning, and inconsistent academic supervision. These conditions indicate that the implementation of the Emancipated Curriculum has not yet fully run according to the ideal concept of being flexible and student-centered. In other words, there is a gap between the expected curriculum policy and actual practice in the field.

Based on this analysis, there is a clear research gap between the normative achievements of the Emancipated Curriculum policy and the reality of curriculum management at the school level. Most previous studies have focused on curriculum design, learning effectiveness, and student learning outcomes, rather than on aspects of curriculum implementation management in educational units. In fact, the success of the Emancipated Curriculum implementation is largely determined by school management practices, which

include planning, organizing, implementing, and supervising, as well as the leadership of the principal as the main driver. Therefore, this study aims to explore the management of the Emancipated Curriculum in Transformational Schools, specifically at Senior High School 1 Gerung and Senior High School 1 Sekotong, with a focus on the dynamics of planning, organizing, implementing, and monitoring. This study is expected to contribute not only theoretically to curriculum management studies but also practically to the development of strategies for implementing the Emancipated Curriculum in Indonesia.
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METHODS

A qualitative method with a phenomenological approach was used to perform this study. Because the study aims to comprehend the core of administrators' and teachers' lived experiences in overseeing the Emancipated Curriculum at Transformational schools, phenomenology was used. This method enables a thorough investigation of how educators understand and interpret the dynamics of putting a new curricular policy into practice (Creswell & Creswell, 2018). The study was conducted at Senior High School 1 Gerung and Senior High School 1 Sekotong West Lombok Regency, two public senior high schools that are a part of the Transformational School Program in West Lombok Regency, Indonesia. The four roles of curriculum management, planning, organizing, executing, and monitoring (supervising) the curriculum were the main emphasis of the study.

Data were collected through multiple techniques: observation, interviews, and document analysis. Non-participant observations were carried out to witness firsthand the activities of principals, vice principals, and teachers in implementing the Emancipated Curriculum. This approach provided contextual data and helped minimize observer bias (Biati et al., 2022). Semi-structured interviews were conducted with key informants including each school's principal, the vice principal for curriculum, the teacher coordinator for the Pancasila student profile, subject teachers, and the school's supervisory staff. Interviews were recorded and transcribed, and transcripts were cross-checked with participants to ensure accuracy. In addition, document analysis was performed on relevant school documents such as each school's Operational Curriculum (KOSP), teaching modules, the Pancasila Student Profile Project plans, supervision reports, and assessment records. These documents supplemented the interview and observation data by providing evidence of planning, program implementation, and evaluation outcomes (Sugiyono, 2023).

To ensure the validity and reliability of the data, the study employed triangulation of sources and techniques. Information obtained from principals was cross-verified with data from vice principals and teachers, and interview findings were compared against observations and written documents (Meleong, 1989). Member checking was also done by sharing summary findings with participants for confirmation. Data analysis followed the interactive model of (Miles et al., 2014). This involved cyclical phases of data condensation (selecting and focusing on relevant data), data display, and conclusion verification throughout the research process. By iteratively moving through these phases, the researchers were able to distill patterns and themes from the rich qualitative data and derive meaningful conclusions about the management of the Emancipated Curriculum in the two schools. This analytic approach provided a comprehensive and credible understanding of the phenomena under study.

RESULTS AND DISCUSSION

Results

The Emancipated Curriculum emphasizes contextual learning, instructional differentiation, and character building in line with the Pancasila Student Profile values. The two Transformational high schools in this study serve as educational laboratories for implementing this new curriculum policy. The findings are organized according to the four key management functions, curriculum planning, organization, implementation, and monitoring and are compared between Senior High School 1 Gerung and Senior High School 1 Sekotong. Tables 1summarize the comparative results for each stage of management, followed by descriptive analyses.

Table 1. Comparison of findings from the curriculum planning stage at senior high school 1 gerung and senior high school 1 sekotong

Key Aspects	Senior High School 1 Gerung	Senior High School 1 Sekotong
Planning Approach	Internal collaboration through the curriculum team (vice principal, teachers, committee, educational staff).	External collaboration involving motivational teachers, supervisors, student councils, parents, and the community
School Vision and Mission	The vision is maintained, while the mission is adjusted to local values and potential.	The vision was revised by adding the ecological dimension of "behaving in harmony with nature."
Identification of Students	Through the Online School Admission System (PPDB) and diagnostic assessments, reflection classes are held to determine the selected subject groups and P5 themes in accordance with Adiwiyata.	Through the Online School Admission System (PPDB), diagnostic assessments, and aptitude surveys to determine the selected subject groups and P5 themes based on conservation and the local economy.
Teacher Engagement and Capacity Building	Teachers are actively involved in the development of teaching materials, KOSP and internal workshop training.	Teachers are involved in the development of KOSP and teaching modules based on local potential.
Key innovations	Integration of environmental values and character into P5 planning.	Integration of regional potential such as mangrove conservation and coconut waste processing into Virgin Coconut Oil (VCO).
Challenges	Misunderstanding of the concept of "independence" and policy uncertainty.	Limitations in human resources, infrastructure, and teachers' technical understanding.

Source: Field data (interviews and school documents, 2025), processed by researchers using the Miles, Huberman & Saldaña analysis model.

Based on Table 1, the educational planning stage in both schools is carried out in a highly collaborative and participative manner. At Senior high school 1 Gerung, internal stakeholders work jointly through a curriculum team to formulate plans. At Senior high school 1 Sekotong, planning extends to external collaboration by involving Teacher Empowerment, school supervisors, student council representatives, parents, and community members in the process. This broad participation produces contextual planning designs that are tailored to each school's needs. An important innovation in the planning stage is the use of diagnostic assessments and interest/talent surveys of new students to inform decision-making. Both schools integrate data on student abilities and local potential as the basis for determining themes for the Pancasila student profile. In Gerung, for instance, environmental themes connected to the Adiwiyata green school program were chosen, whereas Sekotong selected themes around local conservation and economic activities to leverage community potential. Thus, the planning in both schools is characterized by a bottom-up approach that contextualizes the Emancipated Curriculum framework to local conditions and student profiles. Notably, both schools encountered challenges at the planning stage: in Gerung some stakeholders initially misunderstood the notion of "independent" learning, and in Sekotong there were practical constraints of limited resources and some teachers' unfamiliarity with the new curriculum's technical aspects. Despite these challenges, the collaborative planning approach marks a shift toward more inclusive and need-based curriculum design at the school level.

Table 2. Comparison of findings on the curriculum organization stage at senior high school 1 gerung and senior high school 1 sekotong

Key Aspects	Senior High School 1 Gerung	Senior High School 1 Sekotong
Structure and Coordination	Strengthening internal structures through the establishment of a Learning Committee and P5 Coordinators under the coordination of the vice principal for curriculum.	Establishment of formal functional teams through the principal's decree (curriculum team, P5 team, assessment team, school facilitators)
Distribution of Teachers' Duties and Roles	Assignments based on seniority, competence, and active participation; innovative teachers are placed in strategic positions.	Assignments take into account readiness, experience, and collaborative skills; teachers play a cross-curricular role in P5 projects.
Intracurricular Activities and P5	Regular weekly intracurricular activities, P5 was initially in block form and then integrated into regular subjects.	Regular and four-weekly extracurricular activities, P5 is designed in three major projects per year with contextual themes (environment, democracy, socio-culture).
Extracurricular Activities and Local Values	Activities include religion, arts, sports, and character-based leadership.	Activities include compulsory scouting and local socio-cultural projects such as mangrove conservation and coastal community wisdom.
Organizational Innovation	Integration of P5 values into regular subjects for time efficiency.	Integration of ecological values and local culture into the curriculum and cross-disciplinary projects.
Key Challenges	Inequality in teacher participation and uneven workloads.	Limitations in human resources, infrastructure, and technical understanding among some teachers.

Source: Field data (interviews and school documents, 2025), processed by researchers using the Miles, Huberman, and Saldaña analysis model.

As shown in Table 2, both schools adapted their curriculum organization to support the Emancipated Curriculum using different approaches. Senior High School 1 Gerung focused on internal structural adjustments without changing formal organizational charts by creating strategic roles such as a Learning Committee and a Pancasila Student Profile Project Coordinator. Innovative teachers were placed in key positions to optimize human resources. In contrast, Senior High School 1 Sekotong adopted a more participatory model by establishing formal functional teams through principal decrees, encouraging broader teacher involvement, collaboration with external partners, and integration of local cultural and ecological values.

Both schools also reorganized teacher roles and schedules to better manage curricular and extracurricular activities. Senior High School 1 Gerung initially allocated specific time for Pancasila student profile and later integrated them into regular lessons, while Senior High School 1 Sekotong scheduled periodic project sessions and implemented three major projects annually based on local themes. Extracurricular programs in both schools supported character and cultural education. To embed curriculum values, Senior High School 1 Gerung integrated project content into existing subjects, whereas Senior High School 1 Sekotong developed interdisciplinary projects linked to real-world local issues. Despite these improvements, challenges remained, including uneven teacher participation in Senior High School 1 Gerung and initial role confusion in Senior High School 1 Sekotong. Both schools addressed these issues through collegial support, mentoring, and teacher learning communities, demonstrating adaptive and collaborative curriculum management aligned with the spirit of the Emancipated Curriculum.

Table 3. Comparison of findings on curriculum implementation at senior high school 1 gerung and senior high school 1 sekotong

Key Aspects	Senior High School 1 Gerung	Senior High School 1 Sekotong
Learning Approach	Project-based and collaborative; teachers apply differentiation models based on diagnostic assessment results.	Social and ecological project-based learning with an emphasis on student independence and creativity
The Role of the Headmaster and Teachers	The principal acts as a facilitator and motivator, while teachers play an active role in reflecting on learning and evaluating modules.	The principal acts as the driver of innovation, while teachers become project coaches and liaise with the community.
P5 Integration	Implemented through environmental themes and Adiwiyata characters connected to green school activities.	Implemented through mangrove conservation, socio-cultural, and local entrepreneurship projects.

Media and Learning Resources	Using the school's digital platform, independent teaching modules, and local media such as parks and the surrounding environment.	Utilizing local resources (beaches, gardens, communities) and collaborating with institutions outside of school.
Assessment and Reflection Strategy	Formative assessments are conducted at the end of each theme/project; joint reflection between teachers and students.	Formative and summative assessments at the end of each theme/project; reflections are carried out in the learning community forum.
Implementation Innovation	Integration of Adiwiyata activities in cross-subject project-based learning.	The "Coastal School" project activity is based on collaboration between students and the community, with tangible results.
Obstacles and Challenges	Consistency in teacher reflection and uniformity in assessment format.	Time constraints and difficulties in synchronizing between teachers across different subjects.

Source: Field data (interviews and school documents, 2025), processed by researchers using the Miles, Huberman, and Saldaña analysis model.

Table 3 shows that implementation of the Emancipated Curriculum in both schools reflects a shift from teacher-centered to student-centered, active learning. Senior High School 1 Gerung and Senior High School 1 Sekotong both adopted project-based learning as a core strategy aligned with real-world, contextual learning. In Senior High School 1 Gerung, teachers implemented collaborative projects and differentiated instruction based on diagnostic assessments, while in Senior High School 1 Sekotong projects focused on local social and environmental issues to foster student independence and creativity. This demonstrates a deliberate move from textbook-based instruction toward hands-on learning consistent with Emancipated Learning principles. School leadership and teacher roles also evolved. In Senior High School 1 Gerung, the principal acted as an instructional leader supporting teacher innovation, while teachers became more reflective practitioners. In Senior High School 1 Sekotong, the principal functioned as a change agent, initiating innovations and partnerships, and teachers served as project coaches and community liaisons. These practices align with instructional leadership and change agency principles.

Integration of Pancasila Student Profile Project values occurred through thematic projects. Gerung embedded environmental values through "Adiwiyata" programs across subjects, while Senior High School 1 Sekotong implemented community-based projects such as mangrove conservation and student entrepreneurship, increasing learning relevance and engagement. Assessment and reflection supported learning in both schools through formative and summative approaches, though challenges remained in consistency and coordination. To address these, both schools strengthened professional learning communities, mentoring systems, and informal incentives, fostering collaboration, continuous improvement, and effective implementation of Pancasila values.

Table 4. Comparison of curriculum monitoring findings at Senior High School 1 Gerung and Senior High School 1 Sekotong

Key Aspects	Senior High School 1 Gerung	Senior High School 1 Sekotong
Forms of Supervision and Monitoring	Scheduled academic supervision every semester by the principal and vice principal for curriculum.	Collaborative supervision involves the principal, supervisor, and senior teachers in a reflection forum.
Evaluation Instruments and Mechanisms	Using classroom observation instruments and teaching device evaluation sheets.	Using supervision instruments and P5 rubrics adapted to the local context.
Stakeholder Engagement	The school committee and class teachers are involved in evaluating student learning outcomes.	Parents, external supervisors, and the local community play a role in reflecting on P5 projects and activities.
Follow-up on Supervision Results	Recommendations from the supervision results are discussed in follow-up meetings and teacher workshops.	Follow-up was carried out through the teacher learning communities and the revision of teaching modules.
Supervision Innovation	Use of school digital applications for supervision reports and monitoring of P5 implementation.	A peer review approach among teachers to assess the implementation of cross-curricular projects.
Obstacles and Challenges	Teachers' administrative workload and limited supervision time.	Inconsistency in follow-up implementation due to a busy project schedule

Source: Field data (interviews and school documents, 2025), processed by researchers using the Miles, Huberman, and Saldaña analysis model.

As shown in Table 4, monitoring and supervision of the Emancipated Curriculum in both schools have shifted toward more participatory and reflective practices, though with different emphases. At Senior High School 1 Gerung, supervision still follows a conventional pattern through scheduled classroom observations by school leaders using formal instruments, but innovation is evident in the use of a digital application integrated with the Emancipated Curriculum platform to improve reporting efficiency and monitoring of Pancasila student profile. In contrast, Senior High School 1 Sekotong applies a more collaborative supervision model involving principals, external supervisors, and senior teachers through joint reflection sessions. Community representatives are also involved in evaluating student projects, and supervision instruments include pancasila student profile specific rubrics that emphasize local context and character development. Both schools engage stakeholders beyond administrators in evaluation. Senior High School 1 Gerung involves school committee members and homeroom teachers in reviewing student performance, while Senior High School 1 Sekotong invites parents and community members to project exhibitions and reflection forums, strengthening accountability and support for curriculum goals.

Regarding follow-up, Gerung conducts meetings and workshops to develop improvement plans based on supervision results, whereas Senior High School 1 Sekotong integrates feedback into teaching module revisions and promotes peer review among teachers. Despite these efforts, challenges remain, including time constraints in Senior High School 1 Gerung and inconsistent follow-up in Senior High School 1 Sekotong. Nevertheless, both schools increasingly recognize adaptive, collaborative supervision as essential to sustaining curriculum quality and continuous improvement under the Emancipated Curriculum.

Discussion

Comparison of Findings from the Curriculum Planning Stage at Senior High School 1 Gerung and Senior High School 1 Sekotong

The findings reveal that effective curriculum planning under the Emancipated Curriculum is rooted in both visionary leadership and broad-based participation. In both schools, the principals operationalized their school's vision and mission into actionable curriculum plans that emphasize character values, environmental awareness, and preservation of local wisdom. These priorities were realized through concrete programs like conservation projects and resource management in the surrounding community (Putri & Arismunandar, 2024). This role reflects the essence of instructional leadership, which is leadership oriented towards improving the quality of learning and teacher professionalism (Laia et al., 2024). In the context of this study, the principal not only performs administrative functions but also acts as a change agent who encourages curriculum innovation and ensures the involvement of all parties. A comparison between Senior High School 1 Gerung and Senior High School 1 Sekotong reveals variations in participatory leadership strategies: Senior High School 1 Gerung emphasizes strengthening internal structures and inter-departmental coordination systems, while Senior High School 1 Sekotong places greater emphasis on partnerships with external communities as strategic partners in the planning process. Both models illustrate progressive and collaborative leadership practices that are adaptive to the socio-cultural characteristics of each school (Ismiyanto et al., 2024; Suliki et al., 2023). Thus, the effectiveness of the Emancipated Curriculum planning is largely determined by the quality of the headteacher's transformative leadership in building internal and external synergy within the school.

Furthermore, learner-centered planning has become a key strength in the implementation of the Emancipated Curriculum in both schools. This approach begins with mapping learning needs through diagnostic assessments, PPDB data, interest and aptitude surveys, and input from guidance counsellors, so that learning decisions are based on the characteristics and potential of each learner (Putri & Arismunandar, 2024). The model implemented at Senior High School 1 Sekotong, which involves the local community and external parties, strengthens the personalization of learning and expands the space for participation in

determining the direction of the curriculum. This participatory approach is still relatively new and rarely found in previous studies on participatory assessment at secondary school level (Abdul Ghani et al., 2023). This finding enriches the literature on strengthening adaptive and contextual curricula in educational institutions (Sumarsih et al., 2022). However, challenges remain, particularly in terms of the philosophical understanding of the concept of "Emancipated " among teachers and parents. Some parties still interpret it freely without considering pedagogical boundaries. Therefore, it is necessary to strengthen strategic communication and increase the capacity of stakeholders so that the principles of *Emancipated Learning* can be fully understood and implemented consistently. These efforts are key to realizing the Emancipated Curriculum as a sustainable and meaningful learning-oriented paradigm shift in education.

Comparison of Findings on the Curriculum Organization Stage at Senior High School 1 Gerung and Senior High School 1 Sekotong

Based on the result of table 2 show that organization is a strategic function in curriculum management that plays a role in ensuring the effectiveness of work structures, role distribution, and coordination between educational components. Terry (1982) emphasize that effective working relationships are key to achieving efficiency and job satisfaction in organizations. At Senior High School 1 Gerung, the organization of the Emancipated Curriculum was carried out by gradually restructuring the internal structure without changing the established formal structure. The principal strengthens strategic positions such as the Learning Committee and P5 Coordinator, while the Vice Principal for Curriculum acts as technical coordinator, assisted by the Curriculum Team. The division of teachers' tasks is adjusted to their respective competencies, readiness, and spirit of innovation, which is in line with the principle of optimizing human resources in modern education management (Abbas et al., 2024). This finding reinforces the view that clarity in organizational structure can improve task allocation efficiency and encourage productive internal collaboration (Nurhikmah, 2024). Thus, the organization at Gerung demonstrates a systematic, flexible, and performance-oriented structural approach.

On the other hand, Senior High School 1 Sekotong presents a more collaborative organizational model through the formation of functional teams such as the curriculum team, P5 team, school facilitators, reflection team, and assessment team. Each team is formed through a decree issued by the principal, which serves as the basis for legitimacy and coordination between work units. This approach reflects a participatory leadership style that emphasizes cross-functional work to ensure program alignment. This is in line with the findings Mitrohardjono and Rosyidin (2020) that the formation of functional teams enables the distribution of roles based on specific expertise and the strategic needs of the school. In addition, the assignment of teachers in both schools considers the linearity of knowledge, workload, and opportunities for professional development, whereby teachers with low teaching hours are directed to participate in P5 projects or teaching module development. This practice is in line with the view that teacher assignments should be consistent with the school's vision and mission (Roziqin, 2019), as well as the importance of rewarding outstanding performance to increase teacher engagement (Gontor et al., 2023). Thus, the organization of teaching staff in Sekotong and Gerung is not only administrative but also based on continuous professional development.

Furthermore, the organization of the curriculum in both schools is also geared towards adapting to the characteristics of the students and local dynamics. Through diagnostic assessments, PPDB data, and interest surveys, the schools map the potential of students to determine the appropriate interest groups and accompanying teachers. At Senior High School 1 Sekotong, collaboration with external communities is carried out to enrich the mapping data, in line with the principle of adaptive organization that emphasizes the importance of continuous evaluation so that the curriculum remains relevant to the local social and cultural context (Herman, 2021). However, challenges remain, as some teachers do not yet fully understand their new roles or show uneven participation.

At Senior High School 1 Gerung, work imbalances arose due to the lack of involvement of several team members, while at Sekotong the obstacle lay in understanding the collaborative functions between teachers. To overcome this, mentoring by motivational teachers and learning communities was carried out to strengthen the collaborative culture and professional readiness (Nasrullah et al., 2024). This strategy supports the idea that effective organization must be accompanied by the strengthening of a collective work culture, balanced role distribution, and the mental readiness of educators (Faizal & Aisah, 2019). On the other hand, operational flexibility is evident in the ability of both schools to adjust for teacher shortages due to retirement or leave through temporary recruitment and optimization of learning schedules, in accordance with the principles of adaptive curriculum management (Abbas et al., 2024). Therefore, the organization of the Emancipated Curriculum at Senior High School 1 Gerung and Senior High School 1 Sekotong illustrates the synergy between structural systematization, functional collaboration, and adaptation to the dynamics of educational resources, which are characteristic of the implementation of the *Emancipated Learning* policy. Nevertheless, challenges still arise in the form of unequal teacher participation in Gerung and limited technical understanding in Sekotong, which have an impact on the effectiveness of cross-disciplinary coordination. Thus, the organization of the Emancipated Curriculum in both schools represents a shift from administrative management to *adaptive collaborative management* that is contextual with the spirit of *Learning Emancipated*.

Comparison of Findings on Curriculum Implementation at Senior High School 1 Gerung and Senior High School 1 Sekotong.

The principal acts as facilitators who encourage teacher innovation, with formative assessment and collaborative reflection practices to strengthen the feedback cycle. Although there are still challenges in the consistency of reflection and synchronization of teacher schedules, the implementation phase in both schools shows a transition from teacher-centered learning to student-centered learning with authentic, relevant learning experiences based on the Pancasila Student Profile values. This finding confirms that the implementation stage is a strategic phase in the education management cycle, where all elements of the school must convert planning into actual practice. The implementation of the Emancipated Curriculum in both schools emphasizes learning that liberates students, in accordance with the principles of student-centered learning and instructional leadership, where the principal acts as an agent of change who facilitates teacher innovation (Laia et al., 2024; Putri & Arismunandar, 2024). P5 activities and the strengthening of local-based projects are important means of internalizing the values of the Pancasila Student Profile, consistent with findings that emphasize the integration of local character and environmental education in the curriculum (Angga et al., 2022; Rahayu et al., 2022). Furthermore, the implementation of context-based projects, such as mangrove conservation in Sekotong and waste management in Gerung, demonstrates that the curriculum can be conceptualized as a contextual learning environment, which increases the relevance and engagement of students (Abbas et al., 2024). The practice of collaborative reflection and formative assessment in both schools is also in line with recent literature emphasizing the importance of continuous feedback loops in improving the quality of learning (Ntimuk et al., 2023).

Challenges remain regarding teachers' limited understanding of differentiated learning and structured management of P5 projects (Ansori, 2024; Lailiyah et al., 2024). To address this issue, the principal has optimized the role of professional learning communities and internal mentors (teacher facilitators) as a means of sharing good practices and facilitating continuous professional development, as recommended in various previous studies (Hong et al., 2024; Stoiljković et al., 2024). This strategy is supported by the provision of informal rewards to motivate teachers Suwendi (2022) and emphasizing the transformative leadership of the principal, who is able to combine motivation, collaboration and continuous coaching. Thus, the implementation of the Emancipated Curriculum in both schools has not only succeeded in

creating an authentic and relevant learning experience but also strengthened the internalization of the Pancasila Student Profile values through a contextual and collaborative approach.

Comparison of Findings from Curriculum Monitoring at Senior High School 1 Gerung Senior High School 1 Sekotong

Innovations such as peer review among teachers and learning communities have become effective platforms for fostering a culture of mutual learning and continuous quality improvement. However, challenges remain, particularly in terms of consistency in following up on supervision results and time constraints due to the busy project schedule. Overall, supervision at both schools confirms that the effectiveness of the Emancipated Curriculum's implementation depends not only on its design and implementation but also on an adaptive, reflective, and collaborative monitoring system to ensure the sustainability of learning quality.

The supervision stage plays a strategic role as a mechanism for quality control and professional development. Effective supervision is not only administrative, but also encourages collaboration between supervisors and teachers so that professional competence and student learning outcomes improve (Amanda & Mustofa, 2024; Cahayati & Rizqa, 2024). At Senior High School 1 Gerung, supervision includes classroom monitoring, teaching module evaluation, and monitoring of the Pancasila Student Profile (P5) project through the *Merdeka Mengajar Platform* (PMM, the digital platform supporting teachers' implementation of the Emancipated Curriculum in Indonesia) (Wullur et al., 2025). Senior High School 1 Sekotong implemented online and collaborative supervision, monitoring teacher attendance, module quality, and P5 project implementation. Challenges arose when some teachers carried out the project as a mere formality, in line with the findings of Hartawan and Kosasih (2024) that low teacher involvement can reduce the effectiveness of supervision.

An adaptive approach to supervision is evident in follow-up actions based on field findings. At Senior High School 1 Gerung, the integration of the P5 project into regular subjects resulted from reflection on the block system, while in Sekotong, infrastructure constraints were overcome with a more contextual mangrove conservation project. This practice emphasizes the importance of constructive supervision and problem-solving in education management (Prasetia, 2023). Learning communities and motivational teachers are important instruments for building teachers' professional capacity in a sustainable manner, in line with recent literature that emphasizes professional learning communities as a means of strengthening pedagogical competence (Hong et al., 2024; Stoiljković et al., 2024).

Furthermore, the monitoring practices in both schools illustrate an adaptive approach that prioritizes follow-up based on field findings. At Senior High School 1 Gerung, reflection on the block system in the implementation of P5 resulted in the decision to integrate the project into regular subjects. At Senior High School 1 Sekotong, resource constraints in the VCO production project were addressed by developing a more contextual mangrove conservation project. This problem-solving approach reflects the constructive nature of supervision. The principal also ensured that each supervision process was concluded with a structured report that was used as a basis for policy-making (Prasetia, 2023). However, there is still a perception among teachers that supervision tends to be administrative and does not open up space for pedagogical dialogue, as expressed (Musaddad, 2024). Therefore, supervision needs to be directed as a collaborative professional development tool oriented towards the continuous improvement of teachers' capacity.

Overall, supervision in both schools confirmed that the effectiveness of the Emancipated Curriculum implementation depends not only on its design and implementation, but also on an adaptive, reflective, and collaborative monitoring system. However, the limitations of project-based supervision such as limited teacher time and the potential for project formalization need to be addressed so that supervision continues to function as an instrument of continuous professional development. This approach also supports the principle

of *context responsive management* (Herman, 2021), with policy adaptations relevant to the characteristics of the school community.

CONCLUSION

This study has shown that the management of the Emancipated Curriculum in West Lombok's Transformational public high schools is carried out systematically, collaboratively, and adaptively. The four management functions are implemented in an integrated manner: planning is needs-based and involves stakeholders in designing contextually relevant curricula; organization is strategic, establishing structures and teams that support teacher collaboration and align with local values; implementation of learning is transformed through differentiated instruction and context-based projects that promote student independence and character development; and monitoring is conducted through reflective academic supervision and continuous feedback aimed at improving teacher competence and student learning quality. These findings highlight the importance of integrating local potential, multi-stakeholder involvement, and teacher learning communities in successfully implementing the curriculum.

Theoretically, this research expands the concept of adaptive curriculum management by demonstrating how school leadership and community partnership can be woven into the planning and execution of a national curriculum reform. It underlines the role of transformational instructional leadership and participatory governance in bridging the gap between policy ideals and classroom reality. Practically, the results provide actionable guidance for school principals and supervisors: to adopt collaborative academic supervision models, to nurture professional learning communities for teachers, and to support the sustainability of context-based learning projects. For future school-based implementations of the Emancipated Curriculum, school leaders should continue to emphasize local community integration, formalize regular teacher-led reflective evaluations of the curriculum, and ensure continuous academic supervision and mentoring as part of the professional development cycle. By doing so, schools can enhance their adaptability and responsiveness, ultimately improving the quality of education and student outcomes under the Emancipated Curriculum framework.

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