

The role of *madrasah* principals in implementing the independent curriculum: A case at a State Islamic Senior High School in Central Java

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Abstract

This study explores the role of *madrasah* principals in implementing the independent curriculum at *Madrasah Aliyah Negeri* Batang. Employing a qualitative method with a case study approach, this research selected participants using purposive sampling. Data were collected through interviews, observations, and document analysis. The data analysis employed Miles, Huberman, and Saldana's interactive model, encompassing data condensation, data display, and conclusion drawing. The findings indicate that the role of *madrasah* principals in implementing the independent curriculum encompasses three main aspects: planning, execution, and monitoring. In the planning phase, the principals engage in program design and participate in professional development training to enhance curriculum implementation. During execution, their roles include forming a curriculum development team, preparing the *madrasah* operational curriculum (*Kurikulum Operasional Madrasah, KOM*), and establishing a project coordinator team to strengthen the profile of *Pelajar Pancasila*, known locally as *Profil Pelajar Pancasila*. In the monitoring phase, principals conduct administrative and classroom learning supervision to ensure effective curriculum implementation. These findings underscore the pivotal leadership roles of *madrasah* principals in supporting curriculum innovation.

Keywords: *Madrasah* principals, *madrasah* operational curriculum, independent curriculum, curriculum implementation, profile of *pelajar Pancasila*

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Introduction

Education serves as a fundamental pillar for the advancement of any nation. The aspiration to achieve national progress is a universal goal shared by countries across the globe. The quality of a nation's education system is a key indicator of its level of development. As a developing country, Indonesia continually innovates in its educational sector to ensure that learning processes run smoothly, are conducive, and yield effective outcomes.

The evolution of Indonesia's education system has been marked by a long historical journey, starting from the colonial era to the present day. The government has undertaken various initiatives and introduced numerous innovations in education to fulfill the mandate outlined in the preamble of the 1945 Constitution, which emphasizes the importance of

educating the nation. One such initiative is the provision of education, which in Indonesia is a shared responsibility among families, communities, and the state. To meet the diverse needs and interests of students, continuous educational innovation is necessary to create a conducive learning environment that adapts to students' individual needs and aspirations.

To deliver high-quality, effective, and conducive learning experiences, appropriate strategies are essential to support the learning process. Numerous strategies have been implemented to achieve Indonesia's national educational goals. However, in practice, the focus of education in Indonesia has often been disproportionately placed on intellectual achievement. This means that educational institutions tend to prioritize academic scores and cognitive abilities over exploring students' unique talents and interests. Consequently, students are often deemed successful or intelligent solely based on high IQ test scores (Sukitman, n.d.). As a result, some students fall behind in their learning because they do not receive the appropriate stimulation to learn in ways that align with their talents, interests, and individual needs.

To optimize learning outcomes, a curriculum plays a vital role in shaping the educational experience. Without a well-designed curriculum, students are unlikely to achieve their learning objectives effectively. Recognizing this, Indonesia introduced the *Merdeka* Curriculum (Independent Curriculum) as part of the *Merdeka Belajar* (Freedom to Learn) program. This curriculum aims to enhance the quality of education by offering advantages over previous curricula, including its emphasis on relevance and interactivity (Albar & Mastiah, 2022). True to its name, "*Merdeka*" (freedom), the curriculum is designed to accommodate the unique characteristics of each learner, thereby fostering the development of individual competencies.

The *Merdeka Belajar* policy not only addresses the educational disparities that have existed but also accelerates the attainment of national educational goals. These goals aim to enhance the quality of Indonesia's human resources, equipping them with the skills and competitiveness to excel globally (Khoirurrijal et al., 2022). The *Merdeka Belajar* concept offers an opportunity for innovation in education by identifying and nurturing each learner's unique characteristics and potential. It is imperative for educators to understand the characteristics and intelligence levels of their students to design and implement effective learning processes. Through *Merdeka Belajar*, the aim is to develop diverse intelligences, moving away from the restrictive focus on only one or two types of intelligence.

Azzahra et al. (2023) emphasize that the planning phase in implementing the *Merdeka* Curriculum involves designing the Operational Curriculum for Educational Units (*Kurikulum Operasional Satuan Pendidikan*, KOSP), developing Learning Objective Sequences (*Alur Tujuan Pembelajaran*, ATP), planning lessons and assessments, utilizing teaching tools, and designing projects to strengthen the Profile of *Pelajar Pancasila* (*Profil Pelajar Pancasila*). However, challenges persist in the planning stage, such as teachers struggling with creating learning objective sequences, integrating technology, and developing innovative teaching models (Solikhah & Wahyuni, 2023). Similarly, Dian et al. (2023) highlight that while *madrasahs* are generally ready to implement the *Merdeka* Curriculum—demonstrating preparedness in understanding learning outcomes and designing lesson plans—further readiness is required, particularly in integrating assessment as an integral component of the curriculum.

In light of the comprehensive preparation required for the successful implementation of the *Merdeka* Curriculum, this study aims to analyze the role of *madrasah* principals in implementing the *Merdeka* Curriculum at State Islamic Senior High Schools (*Madrasah Aliyah Negeri*, MAN) in Batang Regency, with a specific focus on MAN Batang as a case study.

Method

This research employs a qualitative methodology with a case study approach. A case study is defined as an in-depth exploration of a bounded system or a specific case (or multiple cases) over time, conducted through comprehensive data collection and involving various rich sources of information within a particular context. The focus of this study is the role of madrasah principals in implementing the *Merdeka Curriculum* at *Madrasah Aliyah Negeri* (MAN) Batang.

The research informants consist of key stakeholders, including the madrasah principal for the 2021–2023 period, the current madrasah principal, the vice principal in charge of curriculum, a teacher who is also a member of the Curriculum Development Team, and the project coordinator for the development of the Profile of *Pelajar Pancasila* and the Profile of *Pelajar Rahmatan lil Alamin*.

Data collection techniques employed in this study include interviews, observations, and document analysis. The data analysis follows the interactive model developed by Miles, Huberman, and Saldana (2014), which involves three key stages: data condensation, data display, and conclusion drawing. This model ensures a systematic and iterative process for analyzing qualitative data, allowing the researcher to identify patterns, insights, and relationships within the collected information.

Result and Discussion

Planning the Implementation of the Kurikulum Merdeka (Independent Curriculum)

The *Kurikulum Merdeka* is an educational curriculum established by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbudristek RI) in 2022. Due to its year of implementation, it is also referred to as the K-22 Curriculum. The implementation of *Kurikulum Merdeka* or K-22 in schools and madrasahs is based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022, dated February 10, 2022, concerning the Guidelines for Curriculum Application in the Context of Learning Recovery. To carry out this decree effectively, *MA Negeri* Batang requires a structured plan for implementing the *Kurikulum Merdeka* at the *Madrasah Aliyah* (MA) level.

The term "planning" is derived from the English word *planning*, which originates from the word *plan*, meaning a proposal, design, intention, or aim (Sujai, 2019, p. 32). Planning is defined as a series of processes involved in preparing decisions about what is expected to occur (events, conditions, circumstances, etc.) and what actions will be taken (intensification, extensification, revision, renovation, substitution, creation, etc.) (Sa'ud & Makmun, 2011). Based on this definition, educational planning refers to an alternative policy process designed to address specific challenges in order to achieve the national educational objectives. This process takes into account existing realities in social, economic, cultural, and developmental domains to create a comprehensive framework for national education development.

The implementation of the *Kurikulum Merdeka* at *MA Negeri* Batang commenced during the 2023/2024 academic year, a year later than the timeline outlined in the Ministry of Education, Culture, Research, and Technology, Republic of Indonesia Decree Number 56/M/2022. As a result, during the 2022/2023 academic year, *MA Negeri* Batang continued to apply the 2013 Curriculum with the spirit of *Kurikulum Merdeka* implementation. This approach is explained in detail by Zinati Jumah as follows.

"The implementation of the independent curriculum in our madrasah was carried out only in this school year, previously we used K-13 with the spirit of IKM. still uses the K-13 curriculum, but we complement it with the implementation of the P5RA project. ...

actually, it is an option, each madrasah can apply for IKM, but our consideration at that time was that the Merdeka Curriculum was new”

The gap in the implementation of the Independent Curriculum was utilized by *MA Negeri Batang* to prepare for its rollout. This preparation focused on improving teacher competencies related to the implementation of the Independent Curriculum. The preparations undertaken by *MA Negeri Batang* included training for leadership teams, subject group teachers, individual subject teachers, and community-based training, as explained by Zinati Jumah:

“...well, we used the one-year gap to prepare by planning training sessions, both those organized by the Ministry of Religious Affairs and independent training conducted by our school by inviting resource persons or conducting in-house training (IHT). ...in total, we held five training sessions. ...the goal was to improve the competencies of teachers in implementing the Independent Curriculum at MAN Batang.”

The leadership training was held in June 2022, initiated by KKMA Central Java, Coordinator of Region V of the Former Pekalongan Residency and conducted in Pekalongan City. The participants included all heads of *Madrasah Aliyah Negeri* and curriculum vice principals from the Pekalongan residency. The training was delivered by a *widyaiswara* from the Semarang Religious Education Training Center, as described by Zinati Jumah:

“...the first training or technical guidance was organized by KKMA Coordinator of Region V of the Former Pekalongan Residency and held in Pekalongan City. The participants were the heads of madrasahs and curriculum vice principals, including myself.... the content focused on how the head of the madrasah and curriculum team should implement the Independent Curriculum, ...how to allocate time and divide hours within the curriculum, ...as well as how to draft the Madrasah Operational Curriculum (KOM), which replaces the KTSP.”

Training for subject groups was conducted in the form of technical guidance (*Bimtek*) with the theme "Implementation of the Independent Curriculum (IKM) and Literacy-Based Learning." This *Bimtek* was held by KKMA Central Java, Coordinator of Region V of the Former Pekalongan on August 29-30, 2022, in Tegal City. The participants included curriculum vice principals and teachers from Mathematics and Natural Science (MIPA), Social Sciences, Language, and Religion subject groups, as explained by Zinati Jumah:

“...the second training was Bimtek organized by KKMA in Tegal City in August 2022. The participants included the curriculum vice principal, two MIPA teachers, one Social Sciences teacher, one Language teacher, Mr. Asep (English), and two Religion teachers, ...the content covered the implementation of the Independent Curriculum and literacy-based learning.”

The training for subject teachers at *MA Negeri Batang* was conducted twice in the form of in-house training (IHT). The first session was held on January 18-19, 2023, in the Multimedia Room of *MA Negeri Batang*. The second session was held on June 26-27, 2023, as explained by Zinati Jumah:

“...for the teachers, we conducted training in the form of in-house training. ...before this, those who attended the Bimtek shared their findings in a dissemination session. To further improve competencies, we organized two IHT sessions. In January, the Bimtek focused on the Independent Curriculum implementation, from developing learning objectives, ATP, KKTP, teaching modules, and project modules. Over two days, teachers

worked on curriculum components for their respective subjects with guidance from resource persons and group representatives who attended the Bimtek. The second session in June, the Bimtek focused on the paradigm shift in the Independent Curriculum to ensure teachers were not overly fixated on administrative tasks. Further, it also concentrated on differentiated learning and P5RA implementation."

The community-based training was conducted by the Semarang Religious Education and Training Center within the local working area. This approach involved dividing participants into five groups composed of individuals from various backgrounds, such as teachers, madrasah supervisors, Ministry of Religious Affairs staff, and lecturers. This training was part of the follow-up to the first phase of the Massive Open Online Course (MOOC) on the Independent Curriculum Implementation through on-the-job training (OJT), as explained by Zinati Jumah:

"...the community-based training for the Independent Curriculum Implementation included our head of madrasah, Mathematics teacher, two Religion teachers, supervisor from the Batang Ministry of Religious Affairs, and academic representative. This was conducted from May 15-20, 2023, followed by six months of mentoring, concluding in December 2023."

Alwi, the head of *madrasah*, elaborated further:

"...the IKM BK training was mandatory for MAN Batang as directed by the Batang Ministry of Religious Affairs. ...the community consisted of a head of the madrasah, three teachers, a madrasah supervisor, a representative from the Ministry of Religious Affairs, and a lecturer from UIN Gusdur Pekalongan. ...the process began with an online MOOC that included mandatory videos and tests. ...many participants did not proceed to the next stage because they failed the MOOC test. ...those who passed were invited to a six-day training session held during the 12th-grade graduation at the Koperasi Pegawai Kemenag Batang. ...afterward, a six-month mentoring phase took place, with certification awarded to madrasahs deemed ready to implement the Independent Curriculum."

Following these various training sessions, *MA Negeri Batang* implemented the Independent Curriculum in the 2023-2024 academic year. The implementation was applied to grade X or phase E, while grades XI and XII continued using the K-13 curriculum. Further details on the implementation of the Independent Curriculum at *MA Negeri Batang* will be discussed in the next sub-section.

Implementation of the Independent Curriculum at MA Negeri Batang

The implementation of the Independent Curriculum at *MA Negeri Batang* began with the establishment of a curriculum development team. This team was formed based on the Decree of the Principal of *MA Negeri Batang*, Number 56 of 2023, dated July 3, 2023, regarding the Curriculum Development Team for the 2023/2024 Academic Year. The curriculum development team comprises the school committee, madrasah supervisors, the principal, vice principals, and teachers from the science, social studies, and Islamic education (PAI) departments.

The purpose of establishing the curriculum development team was to prepare for the implementation of the Independent Curriculum. Once the team was formed, the first step was

to draft the Operational Curriculum of the Madrasah (KOM). The Operational Curriculum of the Madrasah serves as a reference or foundation for implementing the Independent Curriculum at the educational unit level. This curriculum is applied to Grade X or Phase E, while Grades XI and XII continue to use the KTSP (School-Based Curriculum). This approach was explained by Zinati Jumah as follows.

“First, we formed the curriculum development team, including members who recently attended the IKM BK training, members from the school committee, supervisors, principal, vice principals, and staff. Since the training was still fresh in their minds, we immediately held a meeting to draft the KOM for Grade X or Phase E. As for Grades XI and XII, we still use the KTSP documents from last year, which we adjusted to align with the Independent Curriculum's spirit. However, for Grade X, we built the KOM entirely from scratch. The team truly worked hard, so it wasn't just copying and pasting documents from other madrasahs.”

Mohammad Sahlan added:

“The preparation for the 2023/2024 academic year or IKM began with forming the curriculum development team. The team already existed but was supplemented the IKM BK training participants. The agenda included administrative preparations for IKM, planning meetings, and outlining what would be implemented, such as projects. We truly started from scratch, drafting the KOM based on the training outcomes. This was also supervised by a Widyaiswara who checked the readiness, including the KOM. When asked, ‘Is this newly made or ATM (Amati, Tiru, Modifikasi—Observe, Imitate, Modify)?’, we answered that we made it from scratch.”

Drafting the Operational Curriculum of the Madrasah was not the sole focus of the curriculum development team. Simultaneously, the team also formed a project coordination team for strengthening the *Pancasila* Student Profile and the *Rahmatan lil Alamin* Student Profile. This team included homeroom teachers for Phase E and several teachers who teach Grade X as facilitators. The formation of this coordination team was based on the Decree of the Principal of MA Negeri Batang, Number 87 of 2023, dated July 17, 2023, regarding the Project Team for Strengthening the *Pancasila* Student Profile and the *Rahmatan lil Alamin* Student Profile.

The purpose of forming this coordination team was to prepare for the implementation of the Independent Curriculum through projects that develop the *Pancasila* and *Rahmatan lil Alamin* student profiles. The first task of the coordination team was to draft project modules to be implemented for Phase E or Grade X in the 2023/2024 academic year. The project themes were determined based on the results of a meeting between the curriculum development team and the parents of Grade X students. Three themes emerged from the meeting: “*Build the Soul and Body*,” “*Entrepreneurship*,” and “*Global Diversity*.” Once the themes were selected, the next step was drafting project modules, as explained by Endon Nurcahyati:

“This team was formed at the start of the new academic year, and the themes were already determined. We then identified the dimensions and values to instill in the students. Once these were agreed upon, we outlined the project formats and stages. The curriculum team had already allocated time, so we divided it into three projects. The first project's theme was ‘Build the Soul and Body,’ which we refined further to the topic ‘My Environment Influences My Soul.’ This module was then integrated into the Operational Curriculum of the Madrasah. The module was also evaluated by Widyaiswara as part of

the IKM BK training series. Ms. Amiroh, a prominent national figure in the Independent Curriculum, assessed our module as excellent and highly feasible for implementation. Her advice was, 'In the implementation of P5RA (Strengthening the Rahmatan lil Alamin Student Profile), don't focus on the product. The product is just a bonus; exhibitions aren't mandatory.' That was her message."

Monitoring the Implementation of the Independent Curriculum at MA Negeri Batang

Monitoring is an activity conducted to assess whether a program is being implemented as planned, identify any obstacles encountered, and determine how program implementers can address these challenges. The monitoring of the Independent Curriculum implementation at MA Negeri Batang is carried out both internally and externally. Internal monitoring is conducted by the school leadership, including the Head of Madrasah and the Deputy Head for Curriculum Affairs, while external monitoring is performed by Madrasah Supervisors and trainers from the Religious Education and Training Center in Semarang as part of the IKM-BK training program.

Internal monitoring is directly conducted by the Head of Madrasah through classroom supervision. The Deputy Head for Curriculum Affairs prepares the supervision schedule. The Head of Madrasah, accompanied by the Deputy Head, performs in-class supervision. Muhammad Asnawi explains the process as follows:

"... I joined MAN Batang in August 2023. So, the planning and other preparations were already in place. ... My role is to implement the plans that were already prepared and ensure they run smoothly. ... Early on, we held meetings with the curriculum development team to review and discuss the planned activities, and they were already quite good. Especially the P5RA projects, which we found to meet the standards, as acknowledged by the trainers. ... The key aspects of the Independent Curriculum—initial or diagnostic assessment, differentiated learning, and the P5RA—are our main focus. We supervise initial assessments and differentiated learning, both in terms of administration and practice, by directly observing classes. ... The purpose is to ensure that the Independent Curriculum is implemented and that the learning is student-centered. ... For assessments, we conduct joint summative assessments and end-of-semester summative assessments."

External monitoring is conducted by trainers from the Religious Education and Training Center in Semarang and Madrasah Supervisors. Monitoring by the trainers occurs twice. This monitoring is part of the IKM-BK training accompaniment and involves classroom supervision, focusing on initial assessments and differentiated learning. Moh. Sahlan explains:

"The accompaniment from the training center focuses on initial assessments and differentiation, particularly in teaching modules. ... It is not just from the trainers but also from the entire community, including the head, supervisors, staff from the Batang Religious Affairs Office, and lecturers. ... We submit teaching modules and conduct classroom learning based on the competencies outlined in the modules. ... After the sessions, we hold reflection meetings involving all the teachers. Observations and feedback are shared, not just by the trainers but also by the supervisors and lecturers. The main feedback last time was about improving the differentiation of materials."

The second external monitoring is carried out by the Madrasah Supervisor, focusing on differentiated learning. The monitoring involves two Islamic Studies (PAI) teachers and two general subject teachers. Zinati Jumah provides further details:

“... The monitoring by the Madrasah Supervisor was conducted by the supervisor for MAN Batang. ... The focus was on differentiated learning. ... Four teachers were sampled for supervision—two from PAI subjects and two from general subjects. These were just samples chosen by the supervisor, excluding those who attended the IKM-BK training. ... After the supervision, a reflection session was held, attended by all the teachers to share additional insights. ... The feedback was mostly about the absence of CP (Learning Outcomes), TP (Learning Objectives), ATP (Learning Activity Plan), and KKTP (Assessment Criteria), even though all teachers had these documents. ... The issue was just that the documents were not attached. ... The learning process itself was deemed appropriate.”

The Role of the Head of *Madrasah* at MA Negeri Batang in the Implementation of the *Merdeka* Curriculum encompasses planning, implementation, and monitoring. In terms of planning, the Head of *Madrasah* plays a role in organizing training to enhance the competencies of educators and staff at MA Negeri Batang in implementing the *Merdeka* Curriculum. This role reflects the Head of *Madrasah's* position as an educator.

Isa et al. (2022) state that the implementation of the *Merdeka* Curriculum enhances teachers' professionalism through various guidance and training programs. The head of the school acts as a mediator and motivator, encouraging teachers to participate in curriculum training. Similarly, Adha and Fadhila (2023) affirm that school principals play a crucial role in the implementation of the *Merdeka* Curriculum within educational institutions. These roles include acting as planners, implementers, supervisors, and sources of information.

Beyond planning training to improve the competency of implementing the *Merdeka* Curriculum, the Head of MA Negeri Batang also actively participates in Community-Based *Merdeka* Curriculum Implementation Training organized by the *Balai Pendidikan dan Latihan Keagamaan* (Center for Religious Education and Training) Semarang. This involvement demonstrates the Head of *Madrasah's* role as a driving force in the implementation of the *Merdeka* Curriculum. According to Rahayu et al. (2022), the key to successfully implementing the *Merdeka* Curriculum lies in the willingness of both school leaders and teachers to embrace change. As a leader, the school principal must shift the mindset of the institution's human resources to enable these changes, ensuring the successful implementation of the *Merdeka* Curriculum.

The second role of the Head of MA Negeri Batang is in executing the implementation of the *Merdeka* Curriculum. This includes forming a Curriculum Development Team, preparing the *Madrasah* Operational Curriculum (KOM), and establishing a Coordination Team for the Projects to Strengthen the Profile of *Pancasila* Students and *Rahmatan lil Alamin* Students. These actions highlight the Head of *Madrasah's* role as a manager, encompassing planning, organizing, mobilizing, and overseeing all school programs. Furthermore, the Head of MA Negeri Batang not only forms and leads teams but also actively participates in meetings related to the implementation of the *Merdeka* Curriculum. This aligns with Isa et al. (2022), who state that school principals also act as participants in regular meetings or discussions regarding the *Merdeka* Curriculum's implementation. Ramadina (2021) also notes that school principals hold a strategic role in the process of curriculum development.

The third role of the Head of MA Negeri Batang in the implementation of the *Merdeka* Curriculum is monitoring and evaluation. This involves supervising learning activities, both administratively and in classroom practice. Such efforts demonstrate that the Head of MA Negeri Batang fulfills the role of a supervisor by assisting teachers in enhancing learning activities through planning supervision, conducting supervision, and following up on the

results to improve the quality of learning and teacher professionalism. The duties of the Head of *MA Negeri Batang* as a supervisor in the implementation of the *Merdeka* Curriculum align with Ramadina's (2021) findings, which emphasize that school principals in the *Merdeka* Curriculum serve as supervisors and agents of change within the educational institutions they lead.

Conclusion

The role of the Head of *Madrasah* in the implementation of the *Merdeka* Curriculum at consists of three aspects: planning the implementation of the *Merdeka* Curriculum, executing the *Merdeka* Curriculum, and monitoring the *Merdeka* Curriculum.

In the context of planning the implementation of the *Merdeka* Curriculum, the Head of *Madrasah* is responsible for organizing training to enhance the competencies of educators and education staff in implementing the *Merdeka* Curriculum. This competency-enhancing training includes programs for the Head of *Madrasah* and the Deputy Head of *Madrasah* for Curriculum Affairs, training for the Deputy Head of *Madrasah* for Curriculum Affairs and subject area teachers, training for educators and education staff, as well as community-based curriculum implementation training.

The second role of the Head of *Madrasah* is in the execution of the *Merdeka* Curriculum. The Head of *Madrasah* plays a role in establishing the curriculum development team, preparing the *Madrasah* Operational Curriculum, and forming the coordination team for Projects to Strengthen the Profile of *Pancasila* Students and *Rahmatan lil Alamin* Students. Beyond forming these teams, the Head of *Madrasah* is also actively involved in meetings and activities related to the implementation of the *Merdeka* Curriculum.

The third role of the Head of *MA Negeri Batang* in the implementation of the *Merdeka* Curriculum is monitoring and evaluation. The monitoring activities carried out by the Head of *Madrasah* include structured and scheduled supervision of learning processes. This supervision encompasses both administrative aspects and classroom teaching practices.

The current study has several limitations that should be acknowledged. First, it focuses exclusively on the implementation of the *Merdeka* Curriculum at *MA Negeri Batang*, which may limit the generalizability of the findings to other educational institutions with different contexts or resources. Additionally, the study primarily relies on qualitative data, which, while rich in depth, may benefit from being supplemented by quantitative data for a more comprehensive understanding. Future research could explore the implementation of the *Merdeka* Curriculum in a broader range of schools and *madrasahs* to identify patterns and differences in its application. Moreover, investigating the long-term impact of the curriculum on student outcomes and teacher performance would provide valuable insights into its effectiveness. Future studies could also examine the role of external stakeholders, such as parents and community leaders, in supporting the curriculum's implementation to further enhance its success.

Conflict of interests

The author(s) declare that they have no conflict of interest.

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