Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

BEST PRACTICES FOR CURRICULUM PLANNING AND EVALUATION AT SMKN 2 MARABAHAN

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ARTICLE HISTORY
Received : 18-12-2025
Revised : 07-04-2026
Accepted : 30-06-2026

KEYWORDS
curriculum planning;
curriculum evaluation;
vocational education;
educational management;
best practices;

ABSTRACT
This study examines best practices in curriculum planning, implementation, evaluation, and follow-up in vocational education at an Indonesian vocational high school. The research aims to explore how curriculum management is systematically and collaboratively implemented to respond to industry demands and technological developments. A qualitative case study approach was employed. Data were collected through in-depth interviews, observations, and document analysis involving key stakeholders, including the principal, the vice principal for curriculum, and teachers. Data were analyzed using the Miles, Huberman, and Saldaña interactive model, comprising data condensation, data display, and conclusion drawing. The findings reveal that curriculum planning is collaboratively conducted through industry needs assessment and student competency analysis, ensuring alignment with the link-and-match principle. Curriculum implementation emphasizes project-based learning, field practice, and contextual approaches to balance cognitive, affective, and psychomotor competencies. Curriculum evaluation is systematically conducted using the CIPP (Context, Input, Process, Product) model and followed by curriculum revision, teacher capacity building, and strengthened industry partnerships. The study concludes that effective curriculum management in vocational schools is supported by visionary leadership, strong stakeholder collaboration, active industry involvement, and a commitment to continuous improvement. These findings contribute practical insights for vocational schools seeking to develop adaptive and industry-relevant curriculum practices..

INTRODUCTIONS

The curriculum constitutes the core of educational implementation, serving as the primary framework that guides teaching, learning, and evaluation processes within educational institutions for the learning process within educational institutions. Through the curriculum, educational goals are translated into systematic, structured, and measurable learning

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activities, making it a strategic instrument for achieving educational quality. Tyler (1949) explains that curriculum planning is a logical process that begins with the formulation of objectives, followed by the selection of learning experiences, organization of content, and determination of evaluation procedures. This perspective emphasizes that planning and evaluation are inseparable, as both mutually support the achievement of learning objectives.

In the development of modern education, the curriculum no longer focuses solely on cognitive development but also on character building, creativity, digital literacy, and 21st-century skills that are relevant to technological advancement and globalization. Jordan et al. (2024) and Rahmatika and Sulasmi (2025) emphasize that the integration of digital literacy and personalized learning is a major issue in contemporary curriculum planning. This paradigm aligns with a student-centered learning approach that positions students as the primary subjects of learning. Therefore, the curriculum must be designed to be adaptive, flexible, and responsive to the diversity of students' needs, potentials, and interests.

The importance of responsive curriculum planning is also emphasized in the implementation of the Merdeka Curriculum. This curriculum provides flexibility and autonomy for schools to develop contextual learning based on local conditions. Handayani (2023) shows that the implementation of the Merdeka Curriculum has a positive impact on improving digital literacy and strengthening character. Zalukhu (2025) further notes that providing creative space for teachers in curriculum development fosters students' moral and social values through authentic learning experiences. In addition, Azzahra et al. (2025), through research conducted at TK ABA 32 Banjarmasin, found that integrating Islamic values into curriculum planning not only promotes character development but also enhances students' emotional intelligence from an early age.

At the elementary school level, Sopia et al. (2025) argue that adaptive curriculum management is required to address global challenges and ensure relevant learning quality. Based on their research at SDN 2 Selat Tengah and SDN 3 Selat Hilir, curriculum planning is carried out through identifying students' needs, utilizing local potential, and involving the community. Monitoring and evaluation are conducted regularly through observation and analysis of learning outcomes to ensure alignment between implementation and the school's vision.

Curriculum implementation is the stage in which planning is transformed into actual learning practices. According to Saylor, Alexander, and Lewis (1981), curriculum implementation involves interactions among teachers, students, and the learning environment. Teachers act as the primary implementers responsible for translating curriculum documents into learning activities. Ornstein and Hunkins (2018) emphasize that the success of curriculum implementation is influenced by teacher readiness, school management support, and the availability of facilities and infrastructure. In this context, instructional leadership becomes a crucial factor in creating a productive learning climate. Wulandari et al. (2025) found that school principals' leadership oriented toward learning improvement significantly contributes to teacher performance.

In vocational education, curriculum implementation must meet labor market needs through the concept of link and match. In a multi-site study at SMKN 3 Palangka Raya and SMKN 4 Banjarmasin, Setiawan et al. (2024) demonstrated that the integration of partnership management and quality assurance serves as a key strategy in developing curricula aligned with workforce demands. Collaboration with industry and regular quality evaluation have proven to enhance graduates' employability.

Furthermore, the development of digital learning requires changes in implementation strategies. Herliadi et al. (2022) emphasize that effective online learning requires careful planning, appropriate media selection, collaboration between teachers and parents, and continuous evaluation. This indicates that curriculum planning and implementation must be adaptive to changes in the global context.

Curriculum evaluation serves to assess the extent to which curriculum implementation has achieved its intended objectives. Stufflebeam and Coryn (2014), through the CIPP model (Context, Input, Process, Product), emphasize that evaluation must be conducted comprehensively and encompass all dimensions of educational implementation. McCormick and James (1988) add that effective evaluation includes ethical, methodological, and political aspects, thereby assessing not only academic achievement but also the quality of learning experiences, teacher effectiveness, and curriculum relevance to societal and industrial needs.

Curriculum evaluation includes the assessment of objectives, content, learning processes, learning outcomes, and supporting facilities and infrastructure. Based on its purpose, curriculum evaluation is divided into formative and summative evaluation (Zettirah et al., 2024; Anggrayni et al., 2023). Formative evaluation is conducted during implementation for continuous improvement, while summative evaluation is conducted after instruction to assess overall curriculum effectiveness. Evaluation data serve as the basis for follow-up actions such as curriculum revision, teacher

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training, instructional material development, and adjustments to learning strategies. In this regard, Senge (2006) emphasizes the importance of schools as learning organizations that utilize evaluation results as a foundation for continuous development.

The cycle of curriculum planning–implementation–evaluation demonstrates a complementary relationship. Ornstein and Hunkins (2018) state that ideal curriculum development begins with planning, ends with evaluation, and continues with improvement. This aligns with the Total Quality Management (TQM) approach, which emphasizes continuous improvement (Deming, 1986; Sallis, 2015). In this context, the concept of best practices becomes essential as a reference for effective strategies proven successful in practice.

Zemelman, Daniels, and Hyde (2012) define best practices as teaching and educational management practices supported by empirical evidence and proven effective in improving learning quality. Owings and Kaplan (2012) add that best practices include relevance, contextualization, engagement, evidence-based approaches, and continuous improvement orientation. In curriculum management, best practices involve collaborative planning, flexible and contextual implementation, and comprehensive evaluation (Print, 1993; Stufflebeam, 2003). Within the Merdeka Curriculum framework, best practices emphasize flexibility and school autonomy in developing operational curricula aligned with student characteristics and local needs (Kemendikbudristek, 2022). Strengthening a culture of quality is reflected through continuous evaluation, reflection, and innovation.

As part of efforts to improve learning quality, identifying and implementing best practices in curriculum planning, implementation, evaluation, and follow-up at educational institutions is highly relevant. Therefore, a study of best practices in curriculum planning and evaluation at SMKN 2 Marabahan is necessary to explore the most effective strategies and practices that have been implemented, including the development of adaptive industry-based curricula, learning implementation, and continuous evaluation for quality improvement. The findings of this study are expected to contribute both theoretically and practically to the development of vocational curricula that are relevant, contextual, and aligned with labor market dynamics and national education policies.

METHOD

This study employed a qualitative case study approach to gain an in-depth understanding of curriculum planning and evaluation practices within their real-life context. This approach was chosen because curriculum planning and evaluation are complex and contextual processes that require an in-depth understanding of the perspectives, experiences, and practices of educational practitioners in the school environment. As Moleong (2019) stated, qualitative research aims to understand phenomena holistically through descriptive language presented in a natural context, utilizing various scientific methods. This research focuses on describing the curriculum planning process, curriculum evaluation implementation, influencing factors, and the obstacles and strategies implemented in curriculum implementation at SMK Negeri 2 Marabahan, Barito Kuala Regency, South Kalimantan. The research subjects consisted of the principal, vice principal for curriculum, teachers, and other educational personnel involved in curriculum management at the school.

Data collection was conducted using triangulation techniques involving interviews, observation, and documentation to obtain comprehensive and complementary data. Semi-structured interviews were used to obtain information regarding curriculum planning and evaluation practices, emerging obstacles, and strategies used to improve the effectiveness of curriculum implementation. Direct observations were conducted of activities related to the curriculum development process, academic supervision, internal school discussions, and classroom learning implementation. Meanwhile, documentation was obtained through a review of curriculum documents such as the School Planning and Development Plan (KOSP), syllabus, lesson schedules, meeting minutes, supervision reports, and related school policies. All interview data was recorded, transcribed, and analyzed along with observation and documentation findings to obtain a comprehensive picture.

The data analysis process was conducted using the interactive model of Miles, Huberman, and Saldaña (2014), which includes data condensation, data presentation, and drawing and verifying conclusions. Data condensation was achieved by selecting, focusing, simplifying, and grouping data into relevant analytical themes, such as curriculum planning, implementation, evaluation, supporting factors, barriers, and development strategies. The data was then presented in descriptive narratives and thematic tables to facilitate the interpretation of patterns and relationships between information. Furthermore, conclusions were drawn continuously through interpretation of field findings, while verification was carried out through repeated comparisons with source data until valid meanings were obtained.

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Data validity was maintained through credibility, transferability, dependability, and confirmability tests. Credibility was tested through triangulation of sources and techniques, extended researcher participation in the field, and member checking of informants to ensure accurate data interpretation. Transferability was ensured through the presentation of rich contextual descriptions of school conditions, respondent characteristics, and curriculum implementation mechanisms. Dependability testing was conducted by compiling a complete audit trail from planning and data collection to analysis and reporting of results, as well as through peer discussions. Confirmability was maintained by ensuring that research conclusions were based on empirical evidence documented through interview transcripts, observation notes, photo documentation, and school records. Through the implementation of these procedures, this research is expected to produce valid, reliable, and contextual findings regarding best practices in curriculum planning and evaluation at SMK Negeri 2 Marabahan.

RESULT AND DISCUSSIONS

Based on interviews with the principal, vice principal for curriculum, and teachers at SMK Negeri 2 Marabahan, several key findings were obtained regarding curriculum planning, implementation, evaluation, and follow-up. This research describes how the curriculum management process is implemented systematically, participatory, and oriented toward improving the quality and relevance of vocational education to the needs of the workforce.

Table 1. Analysis of research data at SMKN 2 Marabahan

Sub Theme	Findings	Analysis Results
Curriculum Planning	Curriculum planning is carried out collaboratively, involving principals, vice principals, teachers, education staff, committees, and industry partners. The development begins with an analysis of industry needs and technological developments.	The findings indicate that the school adopted a participatory, needs-based curriculum planning model that integrates national policy directives with industry and teacher inpu (*needs assessment*). This demonstrates the integration of *top-down policy* (national policy) and *bottom-up input* (input from teachers and industry). This process aligns with the *link and match principle* in vocational education.
	The curriculum team consists of school leaders, subject teachers, and industry representatives. Collaboration is carried out to develop a curriculum that aligns with the school's vision and the needs of the workplace.	The analysis shows a multi-actor approach to curriculum management. Cross-stakeholder collaboration strengthens the relevance of learning programs and improves the accountability and quality of educational outcomes.
Curriculum Implementation	Teachers are given the flexibility to customize content, methods, and learning media. Learning is designed to be project-based, field-based, and collaborative with industry.	The implementation of the curriculum demonstrates the principle of teacher professional autonomy, in accordance with the theory of *school-based curriculum development (SBCD)* . Teachers play an active role in contextualizing the curriculum to suit student needs and developments in the workplace.
	Teaching and learning activities pay attention to the balance of cognitive, affective and psychomotor aspects, as well as the instillation of character values such as discipline and responsibility.	These findings demonstrate the application of holistic competency-based education, which focuses not only on academic outcomes but also on character development and job skills. This supports the Pancasila student profile and 21st-century competencies.
	Obstacles encountered included limited resources, differences in student	Based on the analysis, these obstacles illustrate the challenges of digital transition and learning

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	characteristics, and teachers' adaptation to technology. Schools addressed these through training and industry collaboration.	differentiation. The strategies for addressing them demonstrate the application of the principles of *continuous improvement* and *capacity building* for educators.
Curriculum Evaluation and Follow-up	Evaluation is conducted through supervision, reflection, and annual meetings using the CIPP (*Context, Input, Process, Product*) approach. Teachers are involved in data collection and the formulation of recommendations.	The analysis results demonstrate the application of the CIPP comprehensive evaluation model, which focuses on both process and outcome quality. This approach aligns with the principles of *Total Quality Management (TQM)* in education.
	Teachers reflect on learning and develop method improvements based on assessment results. Evaluations are conducted collaboratively in departmental forums.	This demonstrates the strengthening of a reflective culture among teachers. Evaluation is not merely administrative, but rather a means of continuous professional development (*professional learning community*).
	Evaluation results are used to revise the curriculum, train teachers, and develop teaching materials. The school communicates with industry partners for feedback.	The analysis shows the existence of a continuous improvement cycle *in* curriculum management, which connects planning-implementation-evaluation in an integrated manner.
	The school has adequate facilities such as laboratories and industrial workshops, but there is still a need for equal distribution across all departments.	Analysis shows that infrastructure is a critical input component in the CIPP model. Its availability directly impacts the effectiveness of learning and the implementation of the vocational curriculum.
	Principals and teachers emphasized the importance of increased industry collaboration, ongoing teacher training, and integration of learning technologies.	The analysis shows a strategic orientation towards excellent schools *with* a focus on innovation, digital adaptation, and 21st-century competencies.

Source: Research results (2025)

The results of the analysis show that the curriculum management system at SMK Negeri 2 Marabahan forms a continuous quality cycle (*Continuous Quality Improvement System*) consisting of four main pillars: (1) Collaborative planning based on needs, (2) Flexible and contextual implementation , (3) Reflective evaluation based on CIPP, and follow-up oriented towards improving quality and industrial relevance. This model conceptually represents an Adaptive and Continuous Curriculum Management system, which integrates national policies, the needs of the world of work, and the participation of all school stakeholders.

Curriculum Planning as a Strategic Process

Based on interviews with the principal, vice principal for curriculum, and teachers, it was found that the curriculum planning process at SMK Negeri 2 Marabahan was carried out systematically, participatory, and based on the school's real needs. The entire process involved various stakeholders, such as the principal, vice principal for curriculum, teachers, the school committee, and industry partners (DUDI). The principal explained that the first stage of curriculum planning began with a SWOT analysis to identify the school's strengths, weaknesses, opportunities, and challenges. This analysis included student conditions, teacher competencies, the availability of infrastructure, and the needs of the community and the world of work. According to him, the results of this analysis formed the basis for formulating the school's simple yet

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globally oriented vision and mission, namely to develop students with morals and competence. After the vision and mission were established, the school then developed the Operational Curriculum for Educational Units (KOSP) with guidance from supervisors and the education office.

In line with this, the vice principal for curriculum explained that curriculum development is carried out continuously every academic year through annual work meetings. In these meetings, the school discusses the results of previous curriculum evaluations, reviews new needs, and develops learning strategies relevant to developments in the workplace and technology. Meanwhile, teachers emphasized that classroom-level learning plans are designed by adapting the school curriculum to students' interests and abilities, ensuring that learning is more contextual, meaningful, and student-centered.

The findings of this study indicate that curriculum planning in schools has been carried out by referring to the basic principles of curriculum planning as stated by Tyler (1949) and Ornstein & Hunkins (2018), namely that the planning process begins with determining educational objectives, selecting appropriate learning experiences, organizing materials systematically, and determining the form of evaluation to be used. The implementation of the SWOT analysis in the initial stage shows the application of a *contextual curriculum planning approach* , where the curriculum is designed by considering the real context of the school as well as the needs of society and the world of work. This approach emphasizes that the curriculum is not compiled abstractly, but is based on empirical data and the factual conditions of the educational unit.

Furthermore, the formulation of the school's vision and mission, which emphasize moral values and global competencies, illustrates that the school integrates two important dimensions: character education and 21st-century competencies. This integration aligns with the principles of curriculum relevance and balance as outlined by Print (1993), which emphasizes that a good curriculum must be relevant to the needs of students and the demands of modern developments. Thus, it can be understood that curriculum planning at SMK Negeri 2 Marabahan reflects modern curriculum management practices, where the school focuses not only on fulfilling administrative documents but also strives to create a curriculum that is responsive to social changes, technology, and industrial needs.

The research also shows that the main factors influencing the success of curriculum planning at SMK Negeri 2 Marabahan include the principal's visionary leadership, stakeholder involvement, teacher competence, infrastructure support, and collaboration with the industrial sector. The principal's leadership plays a central role in guiding teachers to think innovatively and adaptively to change. Active participation from various parties makes planning more realistic and contextual, while industrial involvement strengthens the *link and match principle* between education and work needs. These findings reinforce the view of Saylor, Alexander, & Lewis (1981) that coordination and collaboration between school elements are key to successful curriculum implementation, and support the idea of the Directorate of Vocational High Schools (Kemendikbud, 2020) regarding the importance of aligning vocational education with the world of work.

Implementation of a flexible and contextual curriculum

The curriculum implementation at SMK Negeri 2 Marabahan demonstrates a focus on the principles of relevance, flexibility, and collaboration. The principal emphasized that the school employs a data-driven approach to learning decision-making, ensuring that all programs are tailored to student needs and the workplace. The vice principal for curriculum added that the curriculum is flexible to accommodate student characteristics. Teachers also emphasized the importance of their role in developing teaching materials and linking learning to real-world practices.

Facilities and infrastructure are crucial factors in supporting the successful implementation of the curriculum. Principals and teachers acknowledge that laboratory facilities, ICT equipment, and government support in the form of digital tools contribute significantly to effective learning. A conducive school environment and a spirit of collaboration among teachers also strengthen the implementation of an adaptive and innovative curriculum.

However, curriculum implementation faces several challenges. Rapid technological change in the industry requires schools to adapt curriculum content more frequently. Differences in student learning abilities also require the implementation of diverse learning strategies. Teachers need to continuously improve their pedagogical competence and digital skills to integrate technology into learning. In this context, human resource readiness and infrastructure support are crucial factors that require continuous improvement.

Thus, the curriculum implementation at SMK Negeri 2 Marabahan reflects a vocational learning model relevant to industry and technology needs, while also oriented toward strengthening 21st-century character and skills. The flexible, data-driven curriculum implementation also demonstrates the application of *School-Based Curriculum Development* (SBCD) principles, enabling schools to innovate according to their local context.

Curriculum Evaluation and Follow-up

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Curriculum evaluation at SMK Negeri 2 Marabahan was conducted comprehensively and continuously using the CIPP (*Context, Input, Process, Product*) model approach as proposed by Stufflebeam (2003). Context evaluation assesses the suitability of the curriculum to the needs of students and the school environment; input evaluation examines the readiness of human resources, infrastructure, and budget support; process evaluation is conducted through academic supervision and teacher reflection; while product evaluation assesses student learning outcomes and the impact of the curriculum on graduate competencies.

The vice principal for curriculum emphasized the importance of teacher reflection as part of formative evaluation. Through reflection forums and discussions, teachers identify learning achievements, challenges, and solutions. The results of these reflections are used to formulate improvements to learning strategies and teacher professional development. Furthermore, the school receives feedback from the industry regarding graduate readiness, ensuring that evaluation results are not only academic but also applicable to workplace needs.

The results of the curriculum evaluation do not stop at administrative reporting, but are followed up through revisions to teaching modules, teacher training, and the development of technology-based learning tools. This practice demonstrates a culture of accountability and organizational learning *in* schools, as Senge (2006) suggests, stating that effective educational institutions are those capable of learning from reflection and continuously improving themselves.

Evaluations also face several challenges, including time constraints, teacher readiness for digitalization, and varying student characteristics. However, schools are working to overcome these challenges by prioritizing collaboration and innovation. In this context, strengthening teacher capacity and providing technological support are urgently needed to make the evaluation process more effective.

Through a systematic evaluation and follow-up process, SMK Negeri 2 Marabahan has successfully implemented the principles of *continuous improvement* as outlined in the *Total Quality Management approach* (Deming, 1986). Evaluation serves not only as a measurement instrument but also as a means of comprehensively developing educational quality. The implementation of reflection, ongoing training, and industry collaboration are concrete evidence of the implementation of a quality culture at the school.

Lessons to be Learned (*Lessons Learned*)

The results of the research at SMK Negeri 2 Marabahan provide a number of important lessons related to the practice of curriculum planning, implementation, evaluation and follow-up that can be used as a reference for other vocational high schools.

Visionary and collaborative leadership

The principal's visionary leadership is a key factor in successful curriculum management because it guides teachers and the team to think innovatively and adaptively. The principal at SMK Negeri 2 Marabahan plays an active role in building collaboration between teachers, committees, and the industry to realize a relevant curriculum. This aligns with the views of Sergiovanni (2001) and Mulyasa (2021), who emphasize that principal leadership is not merely administrative but also transformational, capable of building a shared vision and empowering teachers to innovate.

Collaboration as a reinforcement of curriculum relevance

Curriculum success cannot be achieved individually, but rather through collaboration between all stakeholders. The involvement of teachers, school committees, parents, and especially industry partners demonstrates the importance of a *collaborative curriculum planning approach (Hargreaves & Fullan, 2012). Through this collaboration, the curriculum becomes more contextual and relevant to community needs and industrial technological developments. This practice reflects the application of the link and match* principle between education and the workplace, advocated by the Directorate of Vocational High Schools (Kemendikbud, 2020).

Continuous evaluation for quality improvement

The importance of systematic and continuous curriculum evaluation. The implementation of the CIPP (Context, Input, Process, Product) model at SMK Negeri 2 Marabahan demonstrates that comprehensive evaluation serves not only as a measure of success but also as a basis for continuous improvement . This aligns with the view of Stufflebeam & Coryn (2014), who emphasized that educational evaluation should be oriented toward improving decisions, not simply reporting results. The school also utilizes teacher reflection as a formative evaluation strategy to identify obstacles and develop more effective learning solutions.

Utilization of technology as a facilitator of adaptive learning

Another noteworthy finding is the importance of utilizing technology to support curriculum implementation. The implementation of digital-based facilities, ICT laboratories, and the use of *Learning Management Systems* (LMS) demonstrate that digital transformation plays a significant role in expanding access and effectiveness of learning. This

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study confirms the relevance of *the Technological Pedagogical Content Knowledge (TPACK) theory* by Mishra & Koehler (2006), which states that successful 21st-century learning requires teachers to balance mastery of content, pedagogy, and technology. Teachers need to continuously improve their digital competencies to be able to utilize technology not only as a tool but as an integral part of the learning process.

Follow-up evaluation as a form of accountability

Effective curriculum evaluation must be accompanied by concrete follow-up. The research results show that SMK Negeri 2 Marabahan did not stop at reporting the evaluation results, but rather followed up through revising teaching materials, adjusting learning strategies, and training to improve teacher competency. These practices reflect a culture of accountability and organizational learning , as stated by Senge (2006), who stated that an effective educational organization is one that is able to learn from reflection and continuously improve itself.

Adaptation to change as a challenge and opportunity

Another important lesson is that rapid changes in the industrial world present both challenges and opportunities for schools. The dynamic world of work demands continuous curriculum updates to ensure graduate competencies remain relevant. Schools need to develop systems for monitoring industry needs and curriculum flexibility to adapt to these changes. This lesson supports Tilaar's (2011) view that quality education must be dynamic and able to respond to socio-economic and technological changes.

Culture of quality and values in education

Ultimately, this research demonstrates that the success of curriculum management is not solely determined by technical factors, but also by the quality culture *established* within the school. A reflective spirit, collaboration, and commitment to improving teacher professionalism create a learning environment conducive to the development of 21st-century character and skills. As emphasized by Deming (1986) in his *Total Quality Management (TQM) concept* , educational quality will improve if all elements of the school share a shared commitment to continually improve the learning process and outcomes.

Overall, this research demonstrates that effective curriculum management in vocational schools must be grounded in collaboration, reflection, and adaptation. Visionary leadership, industry engagement, technology utilization, and follow-up evaluation are key pillars in creating a relevant and sustainable curriculum. SMK Negeri 2 Marabahan demonstrates that the synergy of all school elements can transform the curriculum into more than just a document, but a strategic tool for developing competent, character-driven, and work-ready graduates

CONCLUSION

Curriculum planning at SMKN 2 Marabahan applies collaborative, adaptive, and industry-based principles. The curriculum development process is carried out in a participatory manner, involving the entire school community and the Business and Industrial World (DUDI). It begins with a needs assessment *to* produce a dynamic, relevant, and ready-to-face curriculum. The curriculum at SMKN 2 Marabahan employs a contextual and flexible curriculum implemented through project-based learning, field practice, and collaboration with industry. Learning is supported by *Learning Management System (LMS) technology* and mobile devices to produce students who are academically competent, have character, and are ready to compete in the workforce.

Curriculum evaluation at SMKN 2 Marabahan is carried out continuously based on reflection and quality improvement *(Continuous Improvement).* By using the CIPP *(Context, Input, Process, Product) model* in assessing the effectiveness of curriculum implementation, which includes analysis of the context of student and industry needs, resource availability, quality of the learning process, and student learning outcomes. Thus, the curriculum at SMKN 2 Marabahan reflects effective, participatory, and quality-based vocational education management, which is able to integrate educational vision with industry needs and produce graduates who are competent, have character, and are ready to compete in the modern workplace

ACKNOWLEDGMENT

The author expresses his deepest appreciation and gratitude to all parties who have provided support in the preparation of this journal article. Thanks are addressed to the lecturer in charge of the Curriculum Development and Learning Strategy course who has provided direction, guidance, and constructive input during the writing process so that this article can be completed well. Thanks are also extended to the Principal of SMK Negeri 2 Marabahan, the Vice Principal for Curriculum, and the teachers who have taken the time, provided information, and shared valuable

experiences related to the implementation of curriculum management in schools. Their support, cooperation, and openness in the data collection process greatly assisted in obtaining complete and accurate information.

The author also expresses appreciation to previous researchers whose research has served as important references in enriching the theoretical and analytical studies in this study. Their contributions of thought and scientific work have provided a strong academic foundation for the development of this research. Finally, the author hopes this paper will benefit the development of science and educational practice, particularly in curriculum management in vocational education.

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JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 15 No. 2. June 2026 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

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