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Reorientation of School-Based Curriculum Management to Support the Deep Learning Ecosystem in Elementary Schools

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Abstract: Curriculum transformation toward deep learning is often hampered by school management that remains administratively linear. This study aims to analyze strategies for reorienting curriculum management in elementary schools to support a deep learning ecosystem that focuses on essential material and character (6C). The method used was a systematic literature review of policy documents and reputable scientific articles for the 2021-2026 period. Data were analyzed using thematic techniques to identify patterns of management paradigm shifts. The results indicate that schedule flexibility, strengthening professional learning communities, and optimizing technology are key pillars of successful transformation. These findings emphasize the need for a management paradigm shift from "content completion" to "competency mastery" to improve student literacy and numeracy. The implications of this research emphasize that managerial autonomy at the educational unit level is an absolute prerequisite for successful curriculum implementation in elementary schools.

Keywords: Curriculum Management; Deep Learning; Educational Ecosystem; Management Reorientation.

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Abstrak: Transformasi kurikulum menuju deep learning sering terkendala manajemen sekolah yang masih bersifat administratif-linier. Penelitian ini bertujuan menganalisis strategi reorientasi manajemen kurikulum di sekolah dasar untuk mendukung ekosistem deep learning yang berfokus pada materi esensial dan karakter (6C). Metode yang digunakan adalah kajian literatur sistematis (Systematic

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Literature Review) terhadap dokumen kebijakan dan artikel ilmiah bereputasi periode 2021-2026. Data dianalisis menggunakan teknik tematik guna mengidentifikasi pola pergeseran paradigma manajemen. Hasil penelitian menunjukkan bahwa fleksibilitas jadwal, penguatan komunitas belajar (Professional Learning Communities), dan optimalisasi teknologi merupakan pilar utama keberhasilan transformasi. Temuan ini menegaskan perlunya pergeseran paradigma manajemen dari "penuntasan konten" menjadi "penguasaan kompetensi" untuk meningkatkan literasi dan numerasi siswa. Implikasi penelitian menekankan bahwa otonomi manajerial di tingkat satuan pendidikan merupakan prasyarat mutlak bagi keberhasilan implementasi kurikulum di jenjang sekolah dasar.

Kata Kunci: Manajemen Kurikulum; Deep Learning; Ekosistem Pendidikan; Reorientasi Manajemen.

A. Introduction

The transformation of global education in recent years has demonstrated a paradigm shift from broad but shallow mastery of material (breadth over depth) to substantial and meaningful understanding. In Indonesia, the phenomenon of a content-dense curriculum over the past decade has led to excessive cognitive load for elementary school students, ultimately triggering learning loss and low higher-order thinking skills.

This excessive cognitive load often forces educators to be caught up in a race to complete the syllabus solely to meet administrative targets. As a result, space for creative exploration and critical reflection in the classroom is severely limited, as the primary focus shifts to the one-way transmission of information rather than building deep understanding. This situation creates a passive learning ecosystem, where students are only able to reproduce knowledge for short-term exams without truly understanding the essence or usefulness of what they learn in the real world.

This failure to simplify curriculum content not only impacts academic achievement but also erodes children's natural enthusiasm for the process of scientific discovery. Without depth, fundamental concepts crucial to the foundation of literacy and numeracy cannot be firmly rooted, leaving students' thinking structures fragile

when faced with more complex problems. Therefore, managerial courage is required to selectively curate material to ensure that each lesson truly delivers high-quality cognitive impact and is relevant to future challenges.

Criticism of curricula focused on mastering administrative material is expressed in research by Muhafid and Retnawati, who stated that content density often forces teachers to expedite material without regard for students' level of understanding. This creates an unsustainable culture of surface learning (Muhafid & Retnawati, 2023).

Similarly, research by Triyanto et al. revealed that rigid curriculum management at the educational unit level is a major obstacle to pedagogical innovation. Teachers tend to get caught up in fulfilling administrative paperwork rather than designing cognitively challenging learning experiences. (Triwiyanto et al., 2024).

In the post-pandemic context, the urgency of curriculum simplification becomes even more apparent. Prastiwi's research emphasizes that without a management reorientation focused on essential material, elementary school students will continue to struggle to internalize core educational values due to an overly mechanistic learning process. (Prastiwi et al., 2024)

Furthermore, a healthy school ecosystem requires managerial flexibility. Curriculum management should no longer be viewed as a technical instruction from the central government, but rather should be managed autonomously by educational units to meet the local needs of students. (Mobonggi et al., 2024)

Furthermore, Rahayu & Lestari (2025) highlighted that rushing to complete the syllabus negatively impacts the psychological well-being of elementary school students. Learning is perceived as a burden, rather than a process of discovering meaning, which is the antithesis of the principle of basic education, which should foster curiosity. Therefore, simplifying the curriculum through the selection of essential and prerequisite materials is a crucial step so that teachers can focus more deeply on mastering core competencies (Rahmadayanti & Hartoyo, 2022).

Finally, the success of the transition to deeper learning depends heavily on managerial readiness to restructure the allocation of time and resources in schools. (Sliwka et al., 2023)

Based on the aforementioned literature review, it can be concluded that the density of conventional curriculum content has created cognitive stagnation in elementary school students. Therefore, a reorientation of curriculum management is needed that is more flexible, focuses on essential materials, and supports the creation of a learning ecosystem that prioritizes the quality of understanding over the quantity of material.

Deep Learning in the context of elementary education is not just a method, but rather an effort to integrate literacy, numeracy, and character building through intense cognitive engagement. This concept requires students to connect new ideas with prior knowledge and apply these concepts in real-world situations.

According to Fauziah, Deep Learning is represented through the 6C skills (Character, Citizenship, Collaboration, Communication, Creativity, Critical Thinking). (Fauzıatı, 2025). At the elementary school level, this is implemented by providing space for students to deeply explore the phenomena around them. This approach encourages students to go beyond memorization to fully understand the material through mindful, meaningful, and enjoyable learning experiences (Haditsa et al., 2025).

Research by Tou et al. shows that strengthening literacy and numeracy through deep learning is proven to be more effective in improving student competency scores than the drill method. (Tou et al., 2025). Curriculum management must facilitate integration across subjects so that literacy and numeracy concepts emerge naturally in every learning activity. In terms of character development, Mutawadia et al. argue that moral values cannot be taught through superficial lectures. Character is formed when students engage in collaborative projects that challenge their emotions and empathy, which is the core of the deep learning ecosystem. (Mutawadia et al., 2023)

The link between technology and deep learning is also highlighted by Zebua et al., who state that technology must be managed as a cognitive tool to deepen students' independent research, not simply replacing textbooks with digital screens. (Zebua et al., 2026)

From the discussion above, it can be emphasized that deep learning in elementary schools is an urgent need to ensure students are not only academically competent

(literacy and numeracy) but also possess character resilience. The success of this concept depends heavily on how curriculum management in educational units aligns learning objectives with authentic and meaningful learning experiences.

Although national curriculum policies at the macro level have mandated a shift towards more meaningful learning through content simplification, there is a significant gap in the operational level of educational units. The new curriculum policy demands high flexibility and a deep learning approach, yet the reality on the ground shows that school management remains trapped in a rigid, linear administrative pattern.

Current curriculum management tends to focus on "attendance checks" and "completing face-to-face hours" (administrative), while deep learning requires management oriented toward "process quality" and "learning experiences" (substance). This gap creates a paradox: teachers are required to teach in-depth, yet the school management system still evaluates them based on shallow administrative parameters. This research aims to fill this gap by exploring how a reorientation of curriculum management at the micro level can bridge the ambitions of national policy with actual practices in elementary schools.

The main novelty of this research lies in the integration of the deep learning ecosystem concept into the micro-curriculum management framework at the elementary education unit level, an area rarely explored comprehensively. While previous research has focused more on teachers' pedagogical strategies in the classroom or curriculum policies at the macro (national) level, this study offers a different perspective by positioning curriculum management as a generator of a systemic ecosystem.

Another novel element is the focus on the reorientation of school operations, which aligns schedule flexibility, essential materials, and character building within a unified managerial framework. Thus, this research not only examines what students learn but also examines how school managerial structures can be redesigned to ensure the sustainability of these deep cognitive processes in the post-curriculum transformation era.

This research is highly urgent because it views curriculum management as the "main architecture" for educational success, not simply a complement to teachers'

teaching methods. Often, the failure of educational innovation at the elementary school level is caused by a narrow focus on teachers' pedagogical competencies without the support of a conducive managerial ecosystem.

Without a reorientation of curriculum management, teachers' efforts to implement Deep Learning will consistently be hampered by busy schedules, overlapping administrative burdens, and irrelevant assessment systems. Therefore, analyzing curriculum management as a key element of change is a strategic step to ensure that educational transformation is not merely a mere slogan but is truly realized in students' classroom learning experiences.

Based on the above background, the following research questions can be formulated: What is the form of curriculum management reorientation in elementary schools to support the creation of a deep learning ecosystem? What are the managerial barriers to implementing a curriculum based on essential material and character in elementary schools? And how effective is flexible curriculum management in increasing cognitive engagement and the quality of students' literacy and numeracy?

Therefore, the objectives of this study are as follows: to analyze effective curriculum management reorientation strategies for building a deep learning ecosystem in educational units; to identify inhibiting factors and managerial solutions in the transition to a curriculum focused on depth of material and character; and to evaluate the impact of changes in curriculum management on the achievement of deep learning competencies (6Cs) and the quality of elementary school students' literacy and numeracy.

B. Research Methods

This research employed a qualitative approach using a systematic literature review. This approach was chosen to map the transformation of curriculum management concepts into a deep learning ecosystem through analysis of policy documents and previous research findings. Systematic literature reviews are highly effective for synthesizing evidence from rapidly evolving research fields, identifying knowledge gaps and generating new perspectives. (Fitroh & Hudaya, 2023)

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The implementation of this method follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol modified for social sciences. (Kraus et al., 2022) The use of a literature review approach in educational management allows researchers to evaluate the effectiveness of curriculum policies across time without geographical constraints, resulting in more comprehensive conclusions. (Saputra et al., 2025)

Furthermore, Prastowo (2023) states that literature studies in the context of elementary education are crucial for evaluating the relevance of classical pedagogical theories to recent policies such as the 2025 Independent Curriculum. This approach allows researchers to critically reflect on the direction of school management through comparisons with credible secondary data. (Nugraha & Juniayanti, 2024)

Finally, the use of this method is based on the need to formulate a managerial model that is theoretical yet applicable. Kraus et al. noted that literature-based research at the postgraduate level must go beyond mere description and must also be able to creatively synthesize to offer the managerial reorientation needed by educational units to support deep learning. (Kraus et al., 2024)

A Systematic Literature Review approach was used as a scientific instrument to explore, evaluate, and synthesize literature on curriculum management and deep learning, resulting in a new, valid framework for elementary schools. The data sources in this study consisted of Secondary Data classified into two categories:

1. Scientific Literature: Reputable journal articles (indexed by SINTA and Scopus) from 2021-2026 that focus on the themes of curriculum management, deep learning, and elementary school leadership.
2. Policy Documents: Academic papers and official regulations from the Indonesian Ministry of Education, Culture, Research, and Technology (Kemdikbudristek), specifically regarding the provisions of the 2025 National Curriculum and deep learning guidelines.

This study used Thematic Analysis to process the collected data. Thematic analysis was chosen because of its flexibility in identifying, analyzing, and reporting important patterns (themes) within the data. (Braun & Clarke, 2020) This explains that

thematic analysis allows researchers to understand complex phenomena—such as management reorientation—through meaningful data categorization.

The analysis process begins with a data familiarization phase and initial coding. Kalsum et al. state that in educational management, a focus should be on managerial keywords such as "planning," "organizing," and "supervision." This aims to draw a common thread between traditional management theory and the demands of the deep learning ecosystem. (Kalsum et al., 2025)

Next, emerging themes are reviewed to ensure coherence with the research problem formulation. Thematic analysis is highly effective in dissecting managerial barriers to curriculum implementation, as it can distinguish between technical-administrative and cultural barriers in elementary schools. (Triwiyanto et al., 2024)

The final phase is the preparation of an analysis report that integrates literature citations to support arguments. The validity of thematic analysis in literature studies depends heavily on the researcher's ability to logically connect themes to each other, resulting in credible and academically sound conclusions. (Kraus et al., 2022)

From the explanation above, it can be seen that thematic analysis techniques are used to reduce extensive literature data into strategic categories related to curriculum management. This process ensures that each finding is based on consistent data patterns and is relevant to efforts to develop a deep learning ecosystem.

C. Results and Discussion

1. Theory and Foundations of Curriculum Management

Curriculum management is a crucial management element in educational institutions, encompassing the planning, organization, implementation, and evaluation of student learning experiences. Theoretically, curriculum management aims to ensure effectiveness and efficiency in achieving educational goals. Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system aimed at achieving curriculum goals.

One of the theories underlying curriculum management is Administrative Theory, in which the curriculum is planned by superiors and implemented by subordinates.

However, in the modern context, this theory has begun to shift toward Decentralization Theory. (Nasbi, 2017) Current curriculum management must provide schools with autonomy to develop a school-level curriculum (KTSP) to be more adaptive to local needs and student characteristics.

According to Grassroots Curriculum Development Theory, curriculum change initiatives begin with teachers as the primary implementers in the classroom (Nugraha, 2016). This theory emphasizes that successful curriculum management in elementary schools positions teachers not merely as implementers but also as developers of innovative curricular ideas tailored to children's developmental needs.

The organizational aspect of the curriculum is also heavily influenced by School-Based Management (SBM) Theory. SBM allows schools to independently manage resources to support a flexible curriculum structure. Curriculum management within the SBM framework demands transparency and accountability at every stage of development (Junindra et al., 2022).

Furthermore, effective curriculum management requires a cooperative and comprehensive approach to ensure that each component, from planning to evaluation, optimizes the achievement of educational goals (Wibowo, 2021) and (Fatmawati, 2021). Evaluation in curriculum management now refers to the CIPP (Context, Input, Process, Product) Theory. Curriculum evaluation at the elementary school level currently places greater emphasis on process evaluation to ensure that learning activities truly support students' deep cognitive engagement, rather than simply fulfilling the annual learning load. (Hattarina & Agustin, 2024)

From the various explanations above, it can be emphasized that curriculum management is a systemic process that is now shifting from a top-down administrative approach to a decentralized approach that grants schools broad autonomy. Modern curriculum management theories emphasize flexibility, active teacher involvement, and the use of process-based evaluation to ensure learning quality.

2. Paradigm Shift: From Content-Based to Competency-Based Management

The world of education is witnessing a fundamental shift in curriculum governance, from content-based management to competency-based management. The

content-based paradigm has tended to force schools to cover all the material in textbooks without considering depth of understanding. (Sudaryono, 2015)

In contrast, competency-based management (CBM) focuses on what students can actually do and understand. In the context of deep learning, management must be oriented towards mastering essential competencies that enable students to learn how to learn, rather than simply accumulating quickly outdated information. (Widyastuti et al., 2025)

This shift requires a change in time allocation. In content-based management, time is a fixed variable and learning outcomes are the independent variables. However, in CBM, learning outcomes (competencies) are fixed variables, while time is flexible. Schools that successfully implement deep learning begin by restructuring conventional lesson schedules into project-based blocks of time.

In terms of the educator's role, competency-based management shifts teachers from being content instructors to facilitators of competency (Pane et al., 2025). This change requires teachers to have autonomy in determining differentiated learning strategies to accommodate the diverse needs and potential of each student (Mastiani et al., 2026).

Assessment aspects have also undergone a drastic reorientation. Evaluation is no longer limited to cognitive aspects, but rather includes assessment of attitudes, psychomotor skills, and character values that shape students' transformative competencies (Yuliana, 2025).

Competency-based curriculum management moves away from one-size-fits-all assessments. Curriculum management in this era must facilitate the use of authentic assessments and portfolios that can continuously and in-depthly record student competency development. Thus, this approach ensures that the primary focus of education shifts from simply mastering material to mastering essential skills and in-depth understanding relevant to students' futures (Lasino, 2021), (Bahri, 2022).

The Ministry of Education and Culture's 2025 Policy provides a formal basis for this shift by introducing simpler Learning Outcomes (CP). (Maskur, 2023) School management is now required to translate these CP into teaching modules that focus on

essential material, allowing students space for inquiry and reflection, the hallmarks of deep learning.

Managerially, this shift requires leadership that dares to creatively disrupt old patterns (Sliwka et al., 2023). Competency-based management can only thrive in a school culture that values process over mere numerical grades. This requires a complete reorientation in how principals manage the curriculum in each educational unit.

The shift from content-based to competency-based management is key to supporting a deep learning ecosystem. This reorientation changes the focus of school management from merely supervising the completion of material to assisting in the achievement of essential competencies, flexibility in time management, and the implementation of more humane and meaningful assessments.

3. Curriculum Management in Elementary Schools

Curriculum management at the elementary school level is a systematic organizational process, encompassing planning, implementation, and evaluation to achieve educational goals. According to Juleha (2019), curriculum management is no longer centralized but rather demands the adaptability of educational units in developing curriculum structures that suit student characteristics (Julaeha, 2019). Effective organization must allow for schedule flexibility to accommodate essential material.

During the implementation stage, curriculum management must ensure that every documented plan is transformed into a concrete learning experience (Siahaan et al., 2023). This emphasizes the importance of instructional supervision in curriculum implementation to prevent deviations between curricular intentions and classroom practice. This requires intensive coordination between the principal and teaching staff.

Curriculum evaluation has shifted from simply looking at final results to comprehensive process evaluation. Evaluation of curriculum management in elementary schools must include feedback from the school ecosystem to measure the extent to which the curriculum is able to meet the challenges of changing times. This evaluation data serves as the foundation for continuous curriculum improvement. Therefore, professional development for educators is a crucial pillar to ensure that teachers have

the capacity to conduct self-evaluations and pedagogical adjustments based on students' actual needs in the field (Sholeh, 2025).

The importance of resource management in supporting the curriculum is also highlighted by Nuryahati et al., who state that ideal curriculum management at the elementary level must synergize the use of digital facilities with curriculum design to create synchronization between content and learning aids. (Nurhayati et al., 2025) This management is the foundation for effective learning in the era of disruption.

Thus, it can be emphasized that curriculum management in elementary schools is a dynamic cycle that requires school-level autonomy. The primary focus of current management is on flexible organization, supervised implementation, and process-oriented evaluation to ensure the curriculum remains relevant to student needs.

4. The Concept of Deep Learning (6Cs)

The concept of Deep Learning in 21st-century education is defined through mastery of the 6Cs (Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking). (Noviani et al., 2025) In the concept of Deep Learning, effective learning occurs when students are able to apply these 6Cs in the real world creatively and critically, rather than simply memorizing facts for exams.

Strengthening character and citizenship (Character & Citizenship) is a moral dimension of deep learning. Recent research shows that elementary school students involved in deep learning have a higher sense of empathy and social responsibility because they are encouraged to understand global issues through meaningful local contexts. (Kurniawati et al., 2026)

The dimensions of collaboration and communication play a central role in building shared knowledge. The implementation of deep learning in elementary schools depends heavily on how teachers design activities that require students to discuss, negotiate, and collaborate to solve complex problems, directly honing their verbal and interpersonal skills. (Sasabilla & Nisa', 2026)

Critical thinking and creativity are the pinnacle of cognitive processes in deep learning. Elementary school children's creativity will not emerge in a content-dense

curriculum. Therefore, management is needed that provides "reflection time" so students can create original solutions to the problems they face.

The concept of Deep Learning (6C) is a holistic framework that transcends traditional academic boundaries. This learning requires synchronizing the cognitive, social, and emotional development of elementary school students to prepare them for future uncertainties.

Deep Learning in Accordance with Ministry of Education and Culture Regulations 2025. Entering 2025, the Ministry of Education and Culture, through its new policy direction, emphasizes strengthening essential materials and meaningful learning. (Widyastuti et al., 2025) This policy is an evolution of the Independent Curriculum, which more explicitly emphasizes "Deep Learning" to address the phenomenon of learning loss. This policy also requires schools to boldly shift from purely informative materials to inquiry-based materials.

The focus on literacy and numeracy is no longer viewed as subjects, but rather as core competencies that must be embedded in all materials. Utami (2024) explains that according to the latest regulations, elementary schools must demonstrate that students not only "can read" but also "understand the message" of the texts they study through in-depth reflection. (Dafit & Mustika, 2021)

The Ministry of Education and Culture (Kemdikbud) 2025 also encourages full autonomy in determining the criteria for achieving learning objectives (KKTP). The determination of KKTP emphasizes the need for flexibility in educational unit planning. This flexibility allows educational institutions to adapt the depth of the material to suit the varying learning speeds of students, ensuring that no student falls behind in basic understanding. (Wahyuningsari et al., 2022)

The integration of the Pancasila Student Profile Strengthening Project (P5) is the primary vehicle for deep learning in the latest regulations. Jamaludin emphasized that P5 in 2025 must focus more on cognitive and behavioral impacts, rather than simply product exhibitions, to ensure the in-depth internalization of values and concepts. (Jamaludin, 2025)

The 2025 Ministry of Education and Culture Regulation provides legal legitimacy for schools to reorient curriculum management, focusing on depth rather than breadth. This presents an opportunity for schools to create a more humane and substantial learning ecosystem.

5. Educational Ecosystem: Integration of Leadership and Learning Design

The educational ecosystem is an interdependent system of school leadership, the physical-digital environment, and the learning culture. The principal's instructional leadership is a key catalyst; without a leadership vision that supports deep learning, teacher efforts will be isolated and unsustainable. (Fadilah, 2025) Therefore, pedagogical transformation requires a safe and comfortable school environment, supported by adequate infrastructure and optimal use of technology (Jaenudin et al., 2025).

This conducive learning environment includes flexible classrooms and adequate access to technology to support deep learning, which must be able to facilitate students' exploratory needs. Management must ensure that the school environment is not only physically safe but also intellectually stimulating.

The role of teachers is transforming from information providers to learning designers. Teachers in the deep learning era must possess classroom-level managerial skills to manage the flow of student inquiry. This requires support from school management in the form of reflection time for teachers. (Jaya et al., 2026)

Integration between teacher learning communities (Professional Learning Communities) and school management is a pillar of a strong ecosystem. Recent research found that elementary schools with active learning communities demonstrated greater success in implementing deep learning due to a culture of sharing good practices and collective problem-solving. (Sari et al., 2025)

An educational ecosystem that supports deep learning is created through the synergy of visionary leadership, an inquiry-stimulating environment, and teacher independence as learning designers. The integration of these elements is an absolute prerequisite for a successful reorientation of curriculum management.

6. Curriculum Management Reorientation Strategy

a. Flexible Curriculum Planning

Flexible curriculum planning is a key foundation in reorienting elementary school management to support deep learning. In practice, this flexibility means schools have the autonomy to adjust the depth of material to the students' learning pace, rather than simply following a rigid, centrally determined timeline. Management must be able to shift the paradigm from "curriculum completion" to "competency mastery," where planning is based on real classroom needs and the availability of local resources.

Reorienting elementary school management begins with the courage to overhaul the curriculum planning structure from a rigid administrative model to a dynamic operational model. Within this framework, flexibility is not simply a matter of schedule flexibility, but rather a manifestation of the autonomy of educational units to prioritize cognitive quality over the quantity of material. When school management takes full control of the instructional rhythm, they can ensure that every essential concept is covered thoroughly and in depth. Consequently, students are no longer trapped in a whirlwind of temporary memorization but are instead encouraged to internalize the meaning that is the main foundation of the deep learning ecosystem.

The paradigm shift from "curriculum completion" to "competency mastery" requires a fundamental shift in how management measures academic success. School management must stop viewing the curriculum as a checklist of material to be completed by the end of the semester and instead view it as a roadmap for student capability development. In the context of deep learning, planning is structured organically, taking into account the disparity in student learning rates. This allows teachers to move beyond textbook page targets and instead focus on enriching inquiry and reflection, ensuring each student reaches a substantial threshold of competency.

Ultimately, the effectiveness of this reorientation depends heavily on managerial ability to synergize real-world classroom needs with the optimization

of available local resources. Adaptive planning enables schools to integrate the surrounding environmental context as a living learning laboratory that supports independent inquiry.

By leveraging local potential as an instructional medium, curriculum management not only supports cognitive aspects but also builds relevance between theory and real-world realities. This strategy transforms elementary schools from mere institutions for transmitting information into responsive, inclusive educational ecosystems that are fully oriented toward the depth of children's intellectual growth.

Research by Marisana et al. on curriculum implementation shows that flexibility in curriculum planning allows teachers to pursue bolder pedagogical innovations. Schools that grant teachers autonomy in planning tend to have higher levels of student engagement because the material presented is more contextual and less rushed. (Marisana et al., 2023)

Flexible curriculum planning allows educational units to prioritize the quality of understanding over the quantity of material. Without adaptive planning, teachers will continue to feel pressured by administrative burdens, ultimately hindering the creation of a deep and reflective learning environment for students.

b. Time Allocation Redesign (Block System)

Redesigning time allocation through the implementation of a block system is a strategic managerial step to reduce learning fragmentation. In conventional schedules, changing subjects every 35–70 minutes often disrupts students' flow of thought as they begin to delve deeper into a concept. With a block system, schools group lesson periods into longer periods (e.g., 2–3 hours without breaks for different materials), allowing for a complete cycle of inquiry—from exploration to discussion to reflection.

According to Sumilat et al. in the Basicedu Journal, time management using a block system has proven effective in facilitating project-based learning. Longer durations provide opportunities for elementary school students to collaborate

deeply and solve complex problems without being interrupted by frequent bells for class changes. (Sumilat et al., 2023)

Redesigning time allocation is not simply a technical scheduling issue, but rather a managerial effort to create "intellectual calm" in the classroom. By reducing schedule fragmentation, schools directly support students' cognitive focus, which is essential for deep learning.

c. Mapping Core Competencies and Essential Material

Core competency mapping is carried out by selecting the essential material and prerequisites that are most crucial for student development. Curriculum management must conduct an internal audit of content that is too repetitive or less relevant to students' future needs. By mapping essential material, teachers are no longer trapped in a race to complete textbook chapters but can instead spend more time analyzing key concepts in a multidimensional manner (6C).

Studies on the impact of learning loss after the pandemic indicate that simplifying curriculum content through identifying essential material is key to successful learning recovery (Hanafiah et al., 2022). When the content load is reduced, teachers have room to implement learning strategies that encourage higher-order thinking (HOTS), so that students understand not only "what" they are learning, but also "why" and "how" to use it.

Mapping essential material is a managerial strategy to avoid cognitive overload in elementary school students. Focusing on the depth of core competencies allows students to build a strong foundation of knowledge, which is crucial for their academic success in subsequent levels of education.

d. Schedule Flexibility and Simplification of Essential Content

Implementing deep learning in elementary schools is impossible if the time structure remains locked into a rigid and dense division of lesson hours. The reorientation strategy begins with overhauling time management from a linear model to a block or thematic model that allows space for student inquiry. Without schedule flexibility, teachers will always feel rushed to complete material, resulting in students' cognitive interactions remaining superficial.

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Conceptually, schedule flexibility is the ability of school management to design dynamic time allocations according to the complexity of learning projects, while simplification of essential content is the process of curating teaching materials that prioritizes depth of understanding of key concepts over breadth of information. This strategy aims to reduce unnecessary cognitive load, allowing students' intellectual energy to be focused on mastering fundamental core competencies.

Simplifying content in the curriculum allows teachers to apply the reflective methods that are at the heart of deep learning. When the quantity of material is reduced, the quality of classroom dialogue improves significantly. (Fatah et al., 2023)

In a managerial context, schools that implement block schedules (e.g., a full day dedicated to a single project theme) have higher literacy-numeracy success rates. This is because students have sufficient time to complete the inquiry stages: from exploration and discussion to presentation. (Masliah et al., 2023)

Furthermore, this flexibility also supports students' psychological well-being. Curriculum management that does not "chase" material creates a low-stress classroom climate, a biological prerequisite for the brain to engage in deep learning. Reorienting the schedule and essential content is a strategy to "make space" for students' brains. By prioritizing the depth of key concepts and providing adequate time, elementary schools can transform from "information storage" centers to centers for developing critical thinking skills.

e. Strengthening Professional Learning Communities

The success of curriculum management depends heavily on the collective quality of the educators who implement it. Reorientation in this aspect is achieved by shifting the teacher work culture from an isolated one (working alone in class) to a collaborative one through Professional Learning Communities (PLCs). This strategy ensures that deep learning designs are not simply individual innovations, but rather school-wide instructional standards.

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Professional Learning Communities (PLCs) are groups of educators who share consistent values and visions to improve learning practices through ongoing collaboration. In the context of reorientation, PLCs function as "managerial kitchens" where teachers collaboratively design, practice, and evaluate deep learning-based teaching modules to achieve optimal learning outcomes.

In practice, the principal's instructional leadership must facilitate a regular schedule for PLCs during office hours. Without formal time allocation from management, learning communities will become mere administrative discourse that fails to address the root causes of classroom problems. (Za'aba & Alias, 2024)

Facilitating PLCs will make collaboration within learning communities effective in reducing teacher barriers to curriculum change. When teachers feel supported by their peers in designing deep learning projects, their pedagogical confidence and creativity increase exponentially.

A healthy PLC acts as a curriculum quality control mechanism. Within this community, student learning outcome data is collectively analyzed to determine whether learning strategies have reached a stage of deep understanding or still need improvement at the managerial level. (Antinluoma et al., 2018)

Strengthening PLCs is a human resource reorientation strategy that shifts the focus from individual administrative responsibilities to collective learning responsibilities. Strong learning communities are the backbone of the deep learning ecosystem in elementary schools.

e. Technology-Based Resource Management for Deep Learning

The digital era demands a reorientation of resource management from providing physical tools to creating digital environments that support exploration. Technology is no longer viewed as an "add-on" to the curriculum, but rather as fundamental infrastructure that facilitates students' connection to global learning resources. This strategy involves digital asset management integrated with the school's instructional design.

Technology-based resource management is a school's systematic effort to plan, provide, and optimize hardware, software, and communication networks to

expand students' access to quality information. In the context of deep learning, technology is used as a cognitive tool—a thinking aid that enables students to conduct research, simulations, and create content independently and in-depth.

Digital management must be able to provide a safe yet challenging ecosystem for student inquiry. The integration of technology into curriculum management enables personalized learning, where the depth of material can be adjusted to each student's learning pace. (Nurhayati et al., 2025)

School management must begin shifting to learning management platforms (LMS) that serve not only to collect assignments but also to build digital portfolios. These portfolios serve as authentic evidence of students' deep learning journeys that can be tracked longitudinally. School management is also responsible for implementing ongoing training for teachers in managing these digital resources. School management must ensure that technology investments are accompanied by improvements in teachers' digital literacy so that technology truly deepens learning, rather than becoming a distraction.

Technology-based resource management is a key pillar of the deep learning ecosystem, providing students with exploration tools. This reorientation ensures that schools' technology infrastructure is managed to support in-depth inquiry, global collaboration, and transparent assessment.

D. Conclusion

Based on the literature analysis and discussion presented, this study concludes three main points in accordance with the research objectives. First, the reorientation of curriculum management. This reorientation of curriculum management to support a deep learning ecosystem in elementary schools is realized through a paradigm shift from an administrative-linear model to a functional-adaptive model. This concrete approach includes school autonomy in designing flexible curriculum at the school level, where learning planning is no longer dictated by content completion but rather by the depth of mastery of essential competencies.

Second, managerial barriers and solutions. The main obstacles to implementation

include bureaucratic rigidity, high teacher administrative burdens, and resistance to changes in work culture. The managerial solution offered is strengthening the principal's instructional leadership, which can reduce administrative burdens and shift the focus of resources to developing Professional Learning Communities as collective platforms for teachers to design deep learning.

Third, the effectiveness of flexible management. Flexible curriculum management has been proven effective in increasing student cognitive engagement. By simplifying content and organizing block- or project-based schedules, students have sufficient time for reflection, inquiry, and collaboration (the 6Cs). This significantly improves the quality of literacy and numeracy as the learning process shifts from simply memorizing information to understanding concepts that can be applied in real-world contexts.

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