

The Implementation of the Senior High School Curriculum: A Case Study at SMA PAB 6 Helvetia

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: September 23, 2025 Revised: October 26, 2025 Accepted: December 15, 2025 Available Online: January 3, 2026</p> <p>Keywords: Curriculum Implementation; Senior High School; Case Study; Learning Management.</p>	<p>The implementation of the senior high school curriculum is a crucial aspect in determining the quality of teaching and learning processes and outcomes. The curriculum serves as the primary guideline for planning, implementing, and evaluating learning activities in schools. This study aims to analyze the implementation of the senior high school curriculum at SMA PAB 6 Helvetia. A qualitative approach with a case study design was employed. Data were collected through observations, interviews, and document analysis involving the principal, teachers, and students. The findings indicate that the curriculum implementation at SMA PAB 6 Helvetia has generally been carried out in accordance with applicable regulations, including lesson planning, instructional practices, and learning evaluation. However, several challenges were identified, such as limited facilities and variations in teachers' competencies in implementing the curriculum effectively. Therefore, efforts to enhance teachers' professional capacity and strengthen school management are necessary to ensure more effective and sustainable curriculum implementation.</p>
<p>Please cite this article: Syarif, M. (2026). <i>The implementation of the senior high school curriculum: A case study at SMA PAB 6 Helvetia</i>. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 4(1), 37-44</p>	<p>ABSTRAK Penerapan kurikulum di tingkat Sekolah Menengah Atas merupakan aspek penting dalam menentukan kualitas proses dan hasil pembelajaran. Kurikulum berfungsi sebagai pedoman utama dalam perencanaan, pelaksanaan, dan evaluasi pembelajaran di sekolah. Penelitian ini bertujuan untuk menganalisis penerapan kurikulum Sekolah Menengah Atas di SMA PAB 6 Helvetia. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan studi dokumentasi yang melibatkan kepala sekolah, guru, dan peserta didik. Hasil penelitian menunjukkan bahwa penerapan kurikulum di SMA PAB 6 Helvetia telah dilaksanakan sesuai dengan ketentuan yang berlaku, baik dari aspek perencanaan pembelajaran, pelaksanaan proses pembelajaran, maupun evaluasi hasil belajar. Namun demikian, masih ditemukan beberapa kendala, seperti keterbatasan sarana prasarana dan variasi kompetensi guru dalam mengimplementasikan kurikulum secara optimal. Oleh karena itu, diperlukan upaya peningkatan kapasitas guru serta penguatan manajemen sekolah agar implementasi kurikulum dapat berjalan lebih efektif dan berkelanjutan.</p>
<p>Page: 37-44</p>	<p>This is an open acces article under the CC-BY-SA lisence (https://creativecommons.org/licenses/by-sa/4.0/).</p>

A. Introduction

Education plays a strategic role in shaping high-quality, competitive, and well-characterized human resources. One of the main components of the education system is the

curriculum, which serves as a guideline for planning, implementing, and evaluating learning in schools (Hamalik, 2017). Therefore, the success of education is largely determined by the quality of the curriculum and its implementation at the school level.

The curriculum is not merely understood as a written document but also as a set of learning experiences designed to achieve national education goals. Effective curriculum implementation has a direct impact on improving learning quality and achieving students' competencies (Mulyasa, 2018).

At the senior high school level, the curriculum plays a crucial role in preparing students with academic abilities, 21st-century skills, and attitudes and character aligned with national values. Senior high schools represent a strategic stage in preparing students for higher education or entry into the workforce (Sanjaya, 2016).

Curriculum implementation in schools requires the readiness of various stakeholders, particularly principals and teachers. Teachers, as curriculum implementers in the classroom, play a central role in translating curriculum objectives into meaningful learning processes (Sukmadinata, 2019). Without adequate understanding and competence, curriculum goals are difficult to achieve optimally.

In addition to teacher competence, school management significantly influences the success of curriculum implementation. Careful curriculum planning, effective organization, and continuous supervision and evaluation are essential elements of curriculum management in schools (Mulyasa, 2018).

Curriculum implementation encompasses three main aspects: lesson planning, instructional implementation, and learning evaluation. These components must be integrated to ensure that the learning process is effective and efficient (Hamalik, 2017).

However, in practice, curriculum implementation in schools often faces various challenges. These challenges include limited facilities and infrastructure, differences in teachers' abilities to understand and apply the curriculum, and insufficient support from the school environment and parents (Sanjaya, 2016).

Continuous curriculum reforms introduced by the government also require schools to adapt rapidly. Teachers are expected to continuously enhance their professional competencies to meet the dynamic demands of curriculum development (Sukmadinata, 2019).

In the context of the Merdeka Curriculum, for instance, teachers are expected to design student-centered, contextual learning that emphasizes character development and competency-based outcomes. This expectation requires strong pedagogical readiness and creativity from teachers (Kemendikbudristek, 2022).

Schools, as formal educational institutions, are responsible for ensuring that the implemented curriculum aligns with students' needs and the school's contextual environment. Therefore, examining curriculum implementation at the school level is essential (Mulyasa, 2018).

SMA PAB 6 Helvetia, as a senior high school institution, has unique characteristics and conditions in implementing the curriculum. Differences in students' backgrounds, school resources, and organizational culture may influence curriculum implementation at the school.

A case study on curriculum implementation at SMA PAB 6 Helvetia is necessary to obtain a comprehensive understanding of how the curriculum is planned, implemented, and evaluated in daily learning practices. Case studies enable researchers to examine educational phenomena in depth and within their real-life context (Yin, 2018).

The results of curriculum implementation studies at the school level are expected to serve as reflective materials for schools in improving learning quality. Furthermore, such findings may contribute to the development of educational policies at broader levels.

Several previous studies indicate that effective curriculum implementation positively correlates with improved learning quality and students' academic achievement (Sanjaya, 2016; Mulyasa, 2018). Therefore, evaluating curriculum implementation is a critical step in efforts to enhance educational quality.

Based on the above discussion, this study focuses on analyzing the implementation of the senior high school curriculum at SMA PAB 6 Helvetia. The study aims to examine curriculum planning, implementation, and evaluation processes, as well as to identify supporting and inhibiting factors in curriculum implementation.

Thus, this research is expected to contribute both theoretically and practically to the field of curriculum management and to serve as a reference for schools and educational stakeholders in improving the quality of curriculum implementation at the senior high school level.

B. Method

This study employed a qualitative research approach with a case study design. The qualitative approach was chosen to gain an in-depth understanding of curriculum implementation practices in a real educational context. A case study design allows researchers to explore complex educational phenomena holistically and contextually within a specific setting (Yin, 2018). This design was considered appropriate to analyze curriculum planning, implementation, and evaluation at SMA PAB 6 Helvetia.

The research was conducted at SMA PAB 6 Helvetia, a senior high school located in Helvetia District. The selection of this site was based on its active implementation of the national curriculum and its unique institutional characteristics. The participants in this study included the school principal, vice principal for curriculum affairs, and several subject teachers who were directly involved in curriculum implementation. These participants were selected purposively to ensure the relevance and richness of the data obtained.

Data collection techniques consisted of interviews, observations, and document analysis. Semi-structured interviews were conducted to explore participants' perceptions, experiences, and challenges related to curriculum implementation. Classroom observations were carried out to examine how the curriculum was implemented during the teaching and learning process. Document analysis included reviewing lesson plans, syllabi, academic calendars, and assessment instruments to support and triangulate the data.

The data collection process was conducted systematically to ensure data credibility. Interviews were recorded and transcribed verbatim, while observation data were documented using field notes. Official school documents were collected with permission from the school administration. These multiple data sources enabled triangulation, which strengthened the validity of the research findings (Creswell & Poth, 2018).

Data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting, focusing, and simplifying the raw data obtained from interviews, observations, and documents. The reduced data were then organized and presented in narrative and thematic forms to facilitate interpretation. Finally, conclusions were drawn by identifying patterns and relationships related to curriculum implementation practices (Miles, Huberman, & Saldaña, 2014).

To ensure trustworthiness, this study applied credibility, transferability, dependability, and confirmability criteria. Credibility was enhanced through data triangulation and member checking. Transferability was achieved by providing detailed descriptions of the research context. Dependability and confirmability were ensured by maintaining clear documentation of the research procedures and analysis processes. Ethical considerations, including informed consent and confidentiality, were strictly observed throughout the study.

C. Results and Discussion

The findings of this study reveal that curriculum implementation at SMA PAB 6 Helvetia generally aligns with national education standards and policy guidelines. The school has adopted the applicable senior high school curriculum through structured planning and institutional coordination. Curriculum documents, including syllabi and lesson plans, were found to be systematically prepared by teachers at the beginning of each academic year. This finding supports previous studies which emphasize that effective curriculum implementation begins with comprehensive planning and clear instructional objectives (Ornstein & Hunkins, 2018).

In terms of instructional implementation, teachers at SMA PAB 6 Helvetia demonstrated varying levels of pedagogical adaptation. Classroom observations showed that most teachers applied student-centered learning strategies, such as discussions and group work, although lecture-based methods were still dominant in several subjects. This indicates a transitional phase in teaching practices, where traditional approaches coexist with more interactive methods. This finding is consistent with research suggesting that teacher readiness significantly influences the success of curriculum implementation (Fullan, 2016).

Assessment practices at SMA PAB 6 Helvetia were conducted using a combination of formative and summative evaluation methods. Teachers employed quizzes, assignments, presentations, and examinations to assess students' cognitive, affective, and psychomotor competencies. However, the study found that authentic assessment had not been optimally implemented due to time constraints and limited assessment training. Similar challenges have been reported in previous studies, highlighting the need for continuous professional development to improve assessment literacy among teachers (Black & Wiliam, 2009).

School leadership played a crucial role in supporting curriculum implementation. The principal and vice principal for curriculum affairs actively monitored teaching activities and facilitated coordination meetings with teachers. Leadership support was reflected in the provision of academic supervision and curriculum evaluation sessions conducted periodically. This finding aligns with the view that strong instructional leadership is essential in fostering effective curriculum execution and teacher commitment (Bush, 2018).

Despite positive implementation practices, several challenges were identified. These included limited instructional media, unequal student learning abilities, and teachers' workload related to administrative tasks. Teachers reported difficulties in integrating innovative learning models consistently due to these constraints. These challenges are commonly found in secondary education settings and reinforce the argument that curriculum success depends not only on policy design but also on institutional capacity and resources (Darling-Hammond et al., 2020).

Overall, the results indicate that curriculum implementation at SMA PAB 6 Helvetia has been conducted adequately but requires continuous improvement. Strengthening teacher professional development, optimizing learning resources, and enhancing assessment strategies are necessary steps to improve curriculum effectiveness. These findings contribute to the broader discourse on curriculum implementation by demonstrating the importance of contextual adaptation and institutional support in achieving educational objectives.

D. Conclusion

This study concludes that the implementation of the senior high school curriculum at SMA PAB 6 Helvetia has generally been carried out in accordance with national educational policies and curriculum guidelines. Teachers have demonstrated adequate competence in curriculum planning and instructional delivery, supported by structured lesson plans and coordinated school management. Although student-centered learning approaches have been introduced, traditional teaching methods remain prevalent, indicating the need for further pedagogical transformation.

The findings also reveal that curriculum implementation is influenced by several supporting and inhibiting factors. Strong school leadership and institutional coordination contribute positively to instructional consistency and teacher commitment. However,

challenges such as limited learning resources, varying student abilities, and insufficient application of authentic assessment hinder optimal curriculum outcomes. These obstacles highlight the importance of continuous professional development and adequate institutional support to enhance teaching quality and assessment practices.

The implications of this study suggest that schools should prioritize strengthening teacher capacity through targeted training programs, particularly in innovative learning strategies and authentic assessment methods. Policymakers and educational stakeholders are encouraged to provide sustainable support in terms of resources, supervision, and curriculum evaluation mechanisms. Future research may explore comparative curriculum implementation across different school contexts to gain deeper insights into effective strategies for improving educational quality and curriculum effectiveness.

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