

Implementing Strategic Management to Support Curriculum Innovation in Elementary Schools

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ABSTRACT

The implementation of curriculum innovation in elementary schools requires planned and contextual school management support in order to run effectively and sustainably. This study aims to analyze the implementation of strategic management in supporting curriculum innovation in elementary schools. The research uses a qualitative approach with a case study design carried out in a public elementary school in the Papua region, Indonesia. Data analysis is carried out qualitatively through the process of organizing, categorization, and interpreting data thematically. The results show that strategic management does not only function as a formal planning instrument, but develops as an adaptive practice that integrates school leadership, curriculum management flexibility, and the utilization of local contexts as sources of learning innovation. This research contributes to the enrichment of education management studies by emphasizing the importance of an adaptive and context-based strategic approach in the development of elementary school curriculum.

INTRODUCTION

Curriculum innovation is a central issue in education reform in various countries in response to the evolving social, economic, and policy dynamics of education. In the study of contemporary curriculum, as emphasized by Priestley et al. (2021), the curriculum is no longer understood solely as an academic document, but rather as a strategic framework that guides learning practices and school capacity building. Various international studies also show that the success of curriculum innovation is greatly influenced by how schools manage change systematically and continuously through targeted internal policies. Therefore, attention to managerial factors in curriculum implementation is increasingly strengthened in the study of global education.

Strategic management in education is understood as the process of planning, implementing, and evaluating school policies that are oriented towards long-term vision and sustainable quality improvement. Davies and Davies (2021) emphasized that schools with strong strategic management capacity tend to be more adaptive in dealing with changes in curriculum and education policies. However, in practice, strategic management is often reduced to administrative procedures with no direct connection to the learning process in the classroom. This condition, as criticized by Bush (2020), creates a gap between school strategic planning and the implementation of curriculum innovations that have a direct impact on student learning.

School leadership has a key role in bridging strategic management and curriculum innovation. According to Leithwood et al. (2020), the principal not only functions as an administrator, but also as a learning leader who directs vision, culture, and innovative practices in schools. Other empirical research shows that strategic leadership contributes significantly to the success of curriculum change and the improvement of learning quality through strengthening collaboration and school-based decision-making. However, most school leadership studies still focus on the context of schools with adequate resources and have not studied strategic leadership in areas with structural limitations.

Primary schools in regions with complex geographical and social conditions face different challenges in implementing curriculum innovations. Bush and Glover (2022) emphasize that limited resources, access to professional development, and local socio-cultural characteristics demand adaptive and contextual management strategies. Cross-country studies also show that uniform school management approaches are often ineffective when applied to diverse educational contexts. Therefore, an understanding of how schools develop strategies based on local contexts is becoming increasingly important in the study of education management.

Although research on strategic management and curriculum innovation has evolved, Hallinger and Kovačević (2021) note that most studies still place the two concepts as separate areas of study. These studies tend to discuss strategic management at the policy level, while curriculum innovation is studied at the pedagogical level without a clear implementive linkage. In addition, research highlighting strategic management practices as an adaptive process in regional

elementary schools is still relatively limited. This gap demonstrates the need for research that integrates strategic management and curriculum innovation in a tangible and specific empirical context.

Based on the background and gaps of the research, this study aims to analyze the implementation of strategic management in supporting curriculum innovation in elementary schools. Specifically, this study examines how management strategies are formulated and implemented by school actors in local contexts that have limited resources, as suggested in a contextual leadership study by Harris (2021). The focus of the analysis is directed at the role of school leadership, internal collaboration, and flexibility in curriculum management. Thus, this study seeks to provide a comprehensive overview of contextual and adaptive strategic management practices.

This research makes a theoretical contribution by expanding the understanding of educational strategic management as a dynamic process that is integrated with curriculum innovation, especially at the elementary school level. The findings of this study enrich the education management literature by affirming, as stated by Fullan (2021), that sustainable curriculum change requires a managerial strategy rooted in the school context. Practically, this research provides a reference for school principals and policymakers in designing realistic and sustainable managerial strategies. This contribution is expected to support the improvement of the quality of curriculum implementation in elementary schools, especially in areas with complex local characteristics.

LITERATURE REVIEW

Strategic Management in the Context of School Education

Strategic management in education is understood as a long-term decision-making process that integrates the school's vision, resource allocation, and response to internal and external environmental dynamics. In the context of schools, strategic management serves to ensure that institutional goals are aligned with the learning practices and curriculum policies implemented. International research shows that schools that consistently apply strategic approaches have better adaptive capacity to changes in education policies and learning demands (Mintrop & MacLellan, 2021). Furthermore, Hitt and Ireland (2022) emphasize that the effectiveness of strategic management in educational organizations is highly dependent on the ability of school leaders to translate formal strategies into day-to-day operational practices.

Curriculum Innovation and Its Implementation in Elementary Schools

Curriculum innovation in basic education is seen as a systematic effort to improve the relevance, quality, and meaning of learning for students. Innovative curriculum demands not only changes in the structure and content of learning, but also in the pedagogical approach and culture of the school. Research by Priestley and Philippou (2021) shows that the implementation of curriculum innovation is strongly influenced by the capacity of schools to manage change and empower teachers as the main actors.

Meanwhile, a study by Tan and Wong (2023) revealed that failure of curriculum innovation often occurs when schools do not have a clear managerial framework to support the adaptation process at the grade level.

The Role of School Leadership in Curriculum Strategic Management

School leadership plays a central role in connecting strategic management and curriculum innovation. The principal acts as a visionary as well as a facilitator of change that ensures the involvement of teachers and school stakeholders. Research by Robinson and Gray (2022) confirms that effective strategic leadership is characterized by the ability of principals to build internal collaboration and create a space for professional reflection for teachers. Similar findings were also conveyed by Liu and Hallinger (2021), who stated that learning-oriented school leadership contributes significantly to the successful implementation of the new curriculum in primary schools.

Contextual and Adaptive Approaches in School Management

The contextual approach in school management emphasizes the importance of adjusting strategies to the social, cultural, and geographical conditions of the school environment. Schools in resource-constrained areas require adaptive strategies that are different from schools in urban areas. Cross-country studies conducted by Townsend and MacBeath (2020) show that management strategies that are sensitive to local contexts are more effective in supporting learning innovation. In the context of developing countries, research by Nguyen and Tran (2022) highlights that the use of local wisdom and community collaboration are key factors in the success of curriculum innovation in primary schools.

Research Gaps and Positions of This Study

Although the literature on strategic management and curriculum innovation has evolved significantly, most research still addresses the two concepts separately. A systematic study by Gumus et al. (2021) shows that research on school strategic management focuses more on policy and leadership, while curriculum innovation studies tend to focus on pedagogical aspects. In addition, research examining strategic management practices as an adaptive process in supporting curriculum innovation in regional elementary schools is still limited, including in the Indonesian context (Suyanto & Wibowo, 2023). Therefore, this research positions itself to fill this gap by integrating strategic management and curriculum innovation in the empirical context of elementary schools in the Papua region.

METHODOLOGY

Types and Approaches to Research

This study uses a qualitative approach with a case study design to gain an in-depth understanding of the implementation of strategic management in supporting curriculum innovation in elementary schools. The qualitative approach was chosen because it allows researchers to explore the processes, meanings, and dynamics of managerial practices that cannot be reduced to

numerical measurements. Case studies are used to examine phenomena contextually in real-school settings, as recommended in educational organization research that emphasizes the complexity and peculiarities of local contexts (Yin, 2022). With this design, the research focuses on how management strategies are formulated, implemented, and interpreted by school actors in supporting curriculum innovation.

Location, Population, and Participant Selection Techniques

The research was carried out at a public elementary school in the Papua region, Indonesia, which was selected purposively based on the consideration that the school is or has implemented curriculum innovation. The research population includes all school actors involved in curriculum planning and implementation. The participant recruitment technique uses non-probability sampling with a purposive sampling strategy, as is commonly used in qualitative research to obtain rich and relevant information (Creswell & Poth, 2021). The research participants consisted of five people, consisting of the principal, the vice principal for curriculum, two classroom teachers, and one school committee representative, who were selected for their strategic role in decision-making and curriculum implementation.

Data Collection Techniques and Instruments

Data collection was conducted through semi-structured interviews, non-participant observations, and documentation studies. Semi-structured interviews were used to explore the views, experiences, and strategies of school actors related to strategic management and curriculum innovation, with a guide to questions developed based on studies of education management and school leadership (Saldaña, 2021). Non-participant observations were conducted to observe managerial practices, learning processes, and school organizational interactions firsthand. The documentation study includes the analysis of the school's vision and mission documents, school work plans, curriculum documents, and learning activity reports as a source of supporting data and triangulation.

Data Validity and Validity

The validity of the data in this study is maintained through the application of trustworthiness strategies, which include credibility, transferability, dependability, and confirmability. The credibility of the data is strengthened through triangulation of sources and techniques by comparing the results of interviews, observations, and documentation. In addition, the researcher confirmed the initial findings to the participants to ensure the suitability of the data interpretation, as recommended in rigor qualitative research practices (Merriam & Tisdell, 2020). This approach aims to minimize researcher bias and improve the reliability of research findings.

Research Implementation Procedure

The research procedure is carried out gradually and systematically, starting from the preliminary study to understand the school context and formulate the research focus. The next stage includes collecting field data through interviews, observations, and documentation that are carried out simultaneously. Once the data is collected, the researcher organizes and encodes the data to identify key themes relevant to the research objectives. The entire research process is carried out by paying attention to the ethical principles of research, including participant consent and confidentiality of the identity of institutions and informants.

Data Analysis Techniques and Supporting Devices

Data analysis is carried out qualitatively through open coding, categorization, and thematic interpretation processes to identify patterns and relationships between concepts. The thematic analysis approach is used as it is appropriate to explore the evolving meanings and strategies in school management practices (Braun & Clarke, 2021). The analysis process is supported by NVivo software to help with systematic text data management, code search, and theme mapping. The use of this software aims to improve the accuracy of the analysis and the transparency of the research process.

RESEARCH RESULT

Strategic Management as an Adaptive Practice, Not Just a Planning Document

The findings show that school strategies do not stop at the preparation of formal plans, but develop as adaptive practices that are continuously adapted to changing learning needs, resource conditions, and internal dynamics of schools. Strategic processes are understood as a living "way of working", not just stored documents, so that curriculum policies can move dynamically according to the reality of the classroom and the needs of students. The researcher found that strategy adjustments occurred through routine coordination forums, reflection on program implementation, and quick decisions in certain situations, including when schools faced limited facilities or changes in the schedule of activities. This interpretation shows that strategic management plays a role as an adaptation mechanism that keeps curriculum innovation running even though conditions are not ideal.

Prior to the following quote, the informant explained that the school's work plan was treated as a flexible guide and could be revised as needed by the field: *"If it is in the document, but we are not 'rigid' in the paper. Every month we look again, which can work, which ones must be changed so that learning keeps moving."* (KS-01, December 05, 2025). A similar affirmation is conveyed when discussing strategic decisions that are often made based on real situations, rather than mere administrative targets: *"Sometimes the plan is good, but if the conditions on the ground are not supportive, we change the way. The important thing is that the child's learning goals are still achieved."* (WK-01, December 07, 2025). From the teacher's side, adaptive practice can be seen in rearranging teaching tools and adjusting the implementation of innovations according to students' abilities: *"I adapted the project to the conditions of the classroom. If it's too heavy, I break the step. So the*

innovation is still there, but the shape follows the children." (G1-01, December 10, 2025). Another teacher emphasized that the school's strategy felt "alive" because it was always revisited in meetings and reflections: *"We don't just receive instructions. After trying it in class, we reported it again, then there was a improvement. So the strategy is moving."* (G2-01, 12 December 2025).

Methodologically, this theme emerged through thematic coding of semi-structured interview transcripts which were then matched with the results of non-participant observations at coordination meetings and learning activities. School work plan documents, curriculum programs, and internal evaluation records reinforce that strategy changes do occur as a pattern, not incidental. The triangulation of sources and triangulation of interview, observation and documentation techniques show the consistency that strategic management is practiced as an adaptive process. Thus, the findings confirm that curriculum innovation in these schools persists not because of a perfect plan, but because strategies are treated as practices that are continuously improved based on implementation experience.

School Leadership as a Driver of Direction, Rhythm, and Discipline in the Implementation of Curriculum Innovation

The second theme shows that the leadership of school principals functions as a driver of the direction and rhythm of the implementation of curriculum innovation. The principal not only sets the program, but orchestrates coordination, ensures consistency, and builds implementation discipline through strengthening internal communication. Leadership is also seen in the ability to connect curriculum innovations with the needs of schools and students, while providing space for teachers to adjust learning strategies. In addition, school leaders activate support mechanisms such as mentoring, supportive monitoring, and improvement-oriented evaluation.

Before the following quote, the principal emphasized that his role is not just to give orders, but to make sure all parties understand the same direction: *"I always emphasize that curriculum innovation is not a momentary project. We have to have a clear direction, and I make sure all teachers know why we're doing this."* (KS-02, December 06, 2025). The vice principal for curriculum described leadership as setting the rhythm of work through regular meetings and follow-ups: *"We make a rhythm: planning, implementation, then reflection. The principal asked for evidence of implementation, but the way is to foster, not pressure."* (WK-02, December 08, 2025). Guru said that effective leadership can be seen from concrete support, not just target demands: *"If we have difficulties, the principal does not immediately blame. He asked which part was difficult, and then we found a solution together."* (G1-02, December 11, 2025). Another teacher highlighted that leadership is also present in the courage to make decisions when there are obstacles to implementation: *"When the schedule was chaotic and activities piled up, he decided on priorities. So we focus on core learning, not just activities."* (G2-02, 13 December 2025).

From the perspective of case study design, this theme was obtained through thematic analysis that related the narrative of the informants to the leadership behavior patterns observed by the researcher in the school

environment. Non-participant observations show how the principal facilitated the reflection forum and guided the program discussion, while the documentation showed meeting minutes, assignment letters, and follow-up notes indicating implementation controls. Data integration through NVivo makes it easier for researchers to map the relationship between "direction," "rhythm," and "support" as a subtheme of strategic leadership. This affirmation of the findings states that school leadership is the key link between formal strategies and curriculum innovation practices, so that innovation does not stop at discourse, but becomes a maintained work habit.

Flexibility in Curriculum Management Through Adjustment of Teaching Tools, Learning Patterns, and Evaluation

The third theme shows that schools apply flexibility in curriculum management in real terms, especially at the level of learning planning, classroom implementation, and evaluation. This flexibility is reflected in the ability of teachers and curriculum teams to adjust teaching tools, simplify or enrich learning activities, and change evaluation strategies to suit the needs of students. The process is not an individual action, but becomes a schoolwork agreement through curriculum coordination and teacher discussions. This flexibility is also used as a strategy to maintain the sustainability of curriculum innovation when supporting facilities are limited or student characteristics are diverse.

Before the following quote, the vice principal for curriculum explained that flexibility is done while maintaining the direction of achievement, but methods and steps can be adjusted: *"The learning target is fixed, but the way to achieve it can be different. We give the teacher room to adjust his steps according to the conditions of the class."* (WK-03, December 09, 2025). The principal emphasized that flexibility does not mean without standards, but rather with quality control through reflection and feedback: *"I don't want teachers to just change activities. The goal must be clear, and after that we will see the results again through reflection."* (KS-03, December 14, 2025). The first teacher gave concrete examples of flexibility in project-based learning tailored to students' abilities: *"I made the project closer to their lives. If I have to make a presentation at first, I change it to a picture story first, so that the child is not afraid."* (G1-03, December 16, 2025). The second teacher added that adjustments also occur in evaluations, especially when indicators have to be translated in a more realistic form: *"The assessment is not always a test. I use more observations and small tasks, because it's more suitable for looking at children's development."* (G2-03, 18 December 2025).

Thematic analysis shows that curriculum management flexibility is an important strategy to keep innovation running without sacrificing quality. The results of learning observations showed a variety of methods and forms of assessment that were consistent with the teacher's narrative, while the teaching tool documents and assessment notes showed systematic adjustments. Through triangulation of techniques, researchers ensure that flexibility is not just a claim, but a practice that is reflected in learning artifacts. Thus, these findings confirm that curriculum flexibility serves as an "adjustment mechanism" that strengthens the implementation of innovation in the context of limitations, while keeping learning objectives on track.

Utilization of Local Context as a Source of Learning Innovation and Strengthening Curriculum Relevance

The fourth theme shows that curriculum innovation in schools is not only oriented towards the adoption of new approaches, but also on the use of local contexts as a source of learning. The local context is interpreted as the richness of the environment, culture, social practices, and the reality of students' lives that can be raised into teaching materials and learning projects. The use of local contexts makes innovation more relevant, increases student engagement, and strengthens the meaning of learning. This practice also serves as an adaptive strategy when formal learning resources are limited, as schools can optimize resources around.

Before the following excerpt, the teacher explains that the local context helps students understand the concept because it is close to everyday experience: *"If I teach concepts, I take examples from their surrounding environment. Kids connect faster because it's their world."* (G1-04, December 19, 2025). Another teacher emphasized that learning becomes more alive when the material is linked to the local social and cultural realities: *"We use local stories and practices as learning materials. The children are enthusiastic, because they feel that it is part of their identity."* (G2-04, December 20, 2025). The deputy principal for curriculum said that the local context was deliberately included in the school curriculum planning so that innovation did not feel unfamiliar: *"We direct teachers to find a common ground between the curriculum and the local context. So the innovation doesn't feel forced from outside."* (WK-04, December 21, 2025). From the perspective of the school committee, the involvement of the surrounding environment is considered to help the school strengthen support for the innovation program: *"If the school raises things that are close to our lives, parents are also more supportive. We feel like the school is really for our kids."* (K-01, 22 December 2025).

The reliability of this theme is strengthened through the documentation of learning programs that contain environment-based themes and project activities that utilize local sources. Learning observations show that students are more active when material is associated with daily experiences, so curriculum innovation serves not only as a change in method, but also as a reinforcement of relevance. In the analysis process using NVivo, the theme of "local context" intersects strongly with the themes of "flexibility" and "collaboration," which shows the interconnectedness between the school's adaptive strategies. The affirmation of the findings shows that the use of the local context is not complementary, but a source of innovation that strengthens the sustainability of the curriculum in regional elementary schools.

The Success of Curriculum Innovation is Determined by Collaboration-Based Contextual Strategies and Strengthening the Role of Actors

The fifth theme is the core of the novelty of the research: the success of curriculum innovation in regional elementary schools does not solely depend on the completeness of facilities or the amount of resources, but on the ability of schools to build contextual strategies that strengthen internal collaboration and

the role of school actors. Collaboration is not understood as a ceremonial activity, but as a working mechanism that ensures strategies can be implemented through clear role sharing, regular communication, and joint problem-solving. The strengthening of the role of actors can be seen in the involvement of teachers as implementers and innovators, WK as coordinators of implementation quality control, KS as directors and guarantors of strategic rhythms, and committees as supporters of the social legitimacy of the program. Thus, curriculum innovation survives because of structured collective work, not because of ideal conditions.

Before the following quote, the principal said that the school chose to maximize collaboration as the main strategy to face limitations: *"We are aware that the facilities are not complete, but we are not waiting for all ideals. We are moving with what we have, and the key is cooperation."* (KS-04, December 15, 2025). The vice principal for curriculum emphasized that teacher collaboration is built through discussion forums and clear division of roles so that innovation does not depend on one person: *"If only one teacher runs, innovation quickly stops. So we divide roles, some prepare materials, some try them in class, then we evaluate together."* (WK-05, December 17, 2025). The first teacher emphasized that the support of colleagues and leaders keeps innovation going despite strong field challenges: *"If I myself might be tired. But because there are discussion friends and there is clear direction, I feel this can be continued."* (G1-05, December 23, 2025). The second teacher described that innovation is possible because schools create a culture of mutual help, not a culture of mutual judgment: *"We are not afraid to try. If it fails, we will talk about it again. So what is strong is a culture of mutual help, not facilities."* (G2-05, December 24, 2025). The school committee affirms that community support strengthens when schools build communication and invite realistically engagement: *"We support it because the school talks to them, not just asks. So we knew what our role was, and the program made sense."* (K-02, 26 December 2025).

Methodologically, the novelty of these findings arises from the consistent pattern seen across data sources. Through purposive sampling, the five participants were selected for their strategic involvement, so that the narrative obtained reflects decision-making and implementation practices at the school level. The triangulation technique shows that collaboration is not only stated in interviews, but also observed in coordination meetings and recorded in school documentation such as minutes, assignments, and follow-up reports. In NVivo's thematic analysis, the themes of "collaboration" and "strengthening the role of actors" are strongly related to the themes of "adaptation" and "flexibility," which affirms that the success of curriculum innovation in these schools is social-organizational, not merely material. The affirmation of the findings shows that contextual strategies built through collective work and structured role of actors are the determining factors for the sustainability of curriculum innovation in the context of regional elementary schools.

DISCUSSION

The results of this study show that strategic management in primary schools functions as a dynamically developed adaptive practice, rather than just a formal planning instrument. These findings reinforce the view that effective school strategies must be able to respond to real learning conditions and

organizational contexts in a sustainable manner. In the study of education management, adaptive strategies are understood as the ability of organizations to adjust direction and actions based on feedback from field practice (Mintrop & MacLellan, 2021). Thus, the findings of this study expand the understanding that the success of curriculum innovation is not only determined by the quality of planning, but by the capacity of schools to manage change reflectively and situationally. This confirms the strategic management position as a process inherent in the school's daily work practices.

The integration of school leadership with curriculum management flexibility is an important finding that explains how curriculum innovation can be sustained in conditions of limited resources. School leadership in this study plays a role as a vision guide as well as a facilitator of internal collaboration, so that teachers have room to adjust the learning approach according to the needs of students. These findings are in line with the research of Hallinger and Kovačević (2021) which confirms that effective school leadership contributes directly to the success of curriculum change through strengthening teachers' professional capacity. The flexibility of a well-managed curriculum does not lower the standard of learning, but rather strengthens the relevance and affordability of implementation. Thus, the results of this study strengthen the argument that strategic leadership and curriculum flexibility are two complementary elements in supporting basic education innovation.

The use of local contexts as a source of learning innovation is a significant finding that distinguishes this study from many previous studies. The local context is not positioned as a limitation, but rather as a pedagogical resource that enriches the learning process and increases student engagement. These findings are consistent with the view that a meaningful curriculum must be rooted in students' social and cultural experiences in order for learning to be relevant and contextual (Biesta, 2022). Within a strategic management framework, the utilization of local contexts reflects the school's ability to read the environment and integrate it into curriculum decisions. Consequently, curriculum innovation becomes more sustainable because it is aligned with the realities of student life and the support of the school community.

The main novelty of this study lies in the finding that the success of curriculum innovation in regional elementary schools is not solely determined by the availability of material resources. On the other hand, the determinant of success is the school's ability to build contextual strategies based on internal collaboration and strengthening the role of school actors. These findings are in line with the research of Meyer, Richter, and Hartung-Beck (2022) which emphasizes that professional collaboration of teachers and leadership that supports collective learning has a significant impact on the quality of curriculum implementation. In the context of this research, collaboration functions as a compensation mechanism for limited resources, so that innovation can still be carried out consistently. Thus, this study makes a theoretical contribution by emphasizing that the socio-organizational dimension of schools determines the success of innovation more than structural factors alone.

Although the results support the initial hypothesis about the importance of adaptive strategic management, there are factors that have the potential to limit the sustainability of curriculum innovation. Reliance on certain leadership figures and high teacher workloads can be a challenge in maintaining consistency in implementation. Previous research has shown that curriculum innovation is at risk of weakening when it is not followed by strengthening curriculum leadership at the teacher level (Liu & Hallinger, 2021). Differences in conditions between schools can also affect the extent to which adaptive strategies can be replicated. Therefore, the findings of this study need to be understood in the specific context of the school being studied, not as a universal generalization.

The limitation of this study lies in the use of a single case study design with a limited number of participants, so that the findings are more exploratory and contextual. In addition, the dominant data from interviews has the potential to contain subjective biases even though it has been reinforced by observation and documentation. Follow-up research is recommended to use a multi-case design or longitudinal approach to test the sustainability of management strategies and curriculum innovation over time (Creswell & Poth, 2021). Another recommendation is to combine a qualitative approach with quantitative data related to learning outcomes or teacher performance to strengthen the validity of the findings. Thus, further research can provide a more comprehensive understanding of the implementation of strategic management in the development of elementary school curriculum.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the implementation of strategic management in primary schools plays an important role in supporting curriculum innovation effectively and sustainably when practiced as an adaptive process that is responsive to the school context. Strategic management not only functions as formal planning, but develops as an organizational practice that integrates school leadership, curriculum management flexibility, and the use of local contexts as a source of learning innovation. The findings of the study show that the success of curriculum innovation in regional elementary schools is not solely determined by the availability of material resources, but by the ability of schools to build contextual strategies based on internal collaboration and strengthening the role of school actors. Thus, this study confirms that an adaptive and context-based strategic management approach is an important foundation in the development and sustainability of curriculum innovation in elementary schools.

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