

OPTIMIZING CURRICULUM ADMINISTRATION AND LEARNING EVALUATION IN SCHOOLS THROUGH PROBLEM-BASED TRAINING FOR TEACHERS AT SMAN 2 SIAK HULU

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Abstract

Curriculum policy transitions demand teacher adaptation in managing learning resources and implementing comprehensive evaluations. However, preliminary observations at SMAN 2 Siak Hulu reveal that [specify percentage, e.g., 70%] of teachers still experience disorientation in designing authentic assessment instruments and aligning learning modules with student needs. This community service activity aims to reconstruct teachers' understanding and skills in curriculum management and learning evaluation through a Problem-Based Training (PBT) approach. The program was implemented using a Participatory Action Research (PAR) method integrated into three cyclical stages: (1) identification of pedagogical problems, (2) problem-solving workshops and instrument development, and (3) mentoring and peer-review evaluation. This activity involved [specify number, e.g., 45] teachers across various subjects. Program effectiveness was measured using pre-test and post-test instruments, as well as portfolio analysis of learning products. The results showed a significant increase in participants' pedagogical understanding by [e.g., 82%], as evidenced by the teachers' successful creation of [e.g., 45] validated teaching modules and formative-summative evaluation rubrics]. Furthermore, the PBT approach proved effective in collaboratively eliminating administrative constraints while shifting teachers' paradigms from a clerical orientation toward reflective habits for continuous learning quality improvement.

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A. INTRODUCTION

The dynamics of educational transformation in Indonesia, particularly through the transition toward the Independent Curriculum, demand a fundamental paradigm shift for teachers, evolving their roles from mere curriculum executors to adaptive learning designers. In this increasingly autonomous educational ecosystem, the effective achievement of educational goals heavily relies on teachers' capabilities in managing curriculum administration and holistically designing evaluation instruments. Contemporary curriculum management is no longer viewed merely as a clerical routine or a bureaucratic obligation. Rather, it has elevated into a strategic pedagogical process encompassing contextual planning, flexibility in material organization, differentiated instruction, and student-centered reflective evaluation (e.g., [Author Last Name], 2022). Consequently, the orientation of learning evaluation has experienced a radical shift. It has moved away from the traditional paradigm of simply measuring final cognitive outcomes (assessment of learning) toward an integrated assessment model that functions as a continuous formative process to improve instructional quality (assessment for learning) and promotes student self-regulation (assessment as learning).

Despite these rising demands for teacher professionalism and the progressive nature of the new curriculum, empirical realities in the field often reveal a widespread

phenomenon of pedagogical disorientation. Based on preliminary observations, in-depth discussions, and a situational analysis (needs assessment) conducted at SMAN 2 Siak Hulu, a significant and concerning gap was found between the ideal curriculum demands and the teachers' actual instructional competencies. First, the majority of teachers still experience cognitive and technical difficulties in translating broad Learning Outcomes (Learning Outcomes / LO) into systematic and operational instructional packages, such as the Learning Objective Flow (Learning Objectives Flowchart / LOF) and Teaching Modules (Modul Ajar). As a result, curriculum administration often appears fragmented, non-linear, and disconnected from the actual needs of the students.

Second, a critical deficit exists in understanding how to design authentic and multidimensional evaluation instruments. Teachers tend to remain trapped in conventional, lower-order thinking assessment formats and struggle to develop comprehensive rubrics capable of measuring student competence across both formative and summative domains. Third, the persistence of a "compliance culture" where high administrative burdens are fulfilled merely to satisfy supervisory audits frequently erodes teachers' focus on the true pedagogical substance. Under these circumstances, administrative tasks become performative, rendering evaluations merely as grading tools rather than being utilized as a vital database for pedagogical reflection and sustainable instructional improvement.

Various Sustainable Professional Development (Continuing Professional Development / CPD) programs, such as seminars and workshops, have historically been implemented by educational authorities to address similar systemic issues. However, the majority of these conventional teacher training programs remain heavily top-down, overly theoretical, and detached from the specific, contextualized problems faced in the classroom (e.g., [Author Last Name], 2021). This "one-size-fits-all" training pattern has proven less effective because it relies on passive knowledge transfer, failing to provide space for teachers to reconstruct their pedagogical knowledge based on their real-world teaching experiences. Without sustained mentoring or situated learning opportunities, teachers often experience a disconnect between the idealized theories presented in workshops and the complex, unpredictable realities of their daily classroom interactions.

Departing from this critical research gap, this community service activity offers a distinct, evidence-based approach through a Problem-Based Training (PBT) intervention. The primary novelty of this program lies in its constructivist training design, which places authentic, localized problems from each teacher's respective classroom at the absolute center of investigation. Instead of passively receiving decontextualized material, teachers are immersed in collaborative settings (Communities of Practice) to critically identify their specific administrative and evaluative bottlenecks. Through this model, they actively redesign curriculum frameworks and formulate, peer-review, and validate evaluation instruments that are then directly tested in their teaching contexts. This constructivist approach is theoretically grounded in adult learning principles (andragogy), which posits that professional development is most effective when it is problem-centered and immediately applicable. Therefore, PBT is believed to provide not only a profound conceptual understanding but also the technical-practical skills that directly impact teachers' working efficiency and instructional quality.

Comprehensively, this activity aims to achieve three interconnected objectives: (1) to reconstruct the understanding and practical skills of teachers at SMAN 2 Siak Hulu in managing curriculum administration in a structured, linear, and highly contextualized manner; (2) to significantly enhance teachers' capacity to develop and implement authentic learning evaluation instruments (both formative and summative) that are strictly aligned with modern assessment demands; and (3) to foster a sustainable, reflective,

and collaborative working culture among educators within the school environment. Ultimately, the optimization of these two crucial educational pillars curriculum management and authentic evaluation through the PBT approach is expected to serve as a robust catalyst for continuously improving the quality of the learning process and elevating student learning outcomes. Furthermore, this intervention model aspires to offer a replicable blueprint for localized teacher professional development in similar educational contexts.

B. RESEARCH METHOD

Program Design and Approach

This program was designed using a Participatory Action Training (PAT) approach, integrating Problem-Based Training (PBT) methods with a continuous mentoring system. This approach was selected as it focuses not only on cognitive knowledge transfer but also on the transformation of practical skills through solving real problems faced by participants. The series of activities was structured into In-Service and On-the-Job Learning frameworks to allow participants to directly implement concepts into instructional praxis.

Participants and Context

This program was conducted at SMAN 2 Siak Hulu, Kampar Regency, Riau Province. Participants were selected using a purposive sampling technique, involving [specify number, e.g., 35] teachers who serve as core subject instructors and are directly responsible for curriculum administration design at the school. Additionally, this initiative engaged in strategic collaboration with school leaders, specifically the Vice Principal for Curriculum Affairs, as local partners to ensure post-intervention program sustainability.

Implementation Procedures

The program execution cycle was divided into three interconnected main stages. First, the Preparation and Needs Assessment Stage, during which the implementation team distributed an initial diagnostic questionnaire to map out specific curriculum administration problems and design PBT modules relevant to the school's context. Second, the Core Intervention Stage (In-Service Learning), which was conducted intensively over three days (March 19–21, 2025). This intervention included workshops reinforcing curriculum management concepts and authentic assessment, followed by PBT sessions where teachers analyzed real classroom case studies to collaboratively design teaching modules and evaluation rubrics.

Third, the Mentoring and Reflection Stage (On-the-Job Learning). Following intensive training, the implementation team facilitated hybrid (offline and online) coaching clinics over [specify duration, e.g., 4 weeks]. During this stage, participants were mentored while field-testing their developed learning packages and evaluation instruments. The sequence concluded with best practice dissemination and peer reflection among teachers.

Data Collection and Analysis Instruments

To ensure program effectiveness and precisely measure target achievement, data collection was conducted using mixed-method instruments. Increases in teachers' conceptual understanding were measured using objective test instruments (pre-test and post-test), analyzed via Normalized Gain (N-Gain) tests to determine the significance of improvement. Meanwhile, teachers' practical skills were evaluated using a Document Validation Rubric to assess the viability of final products, specifically Learning Packages

(syllabi/teaching modules) and Evaluation Instruments (formative/summative assessment rubrics). Product assessments were analyzed using descriptive statistics of percentages, with a minimum mastery threshold of [specify target figure, e.g., 75%]. Furthermore, qualitative data regarding teacher responses and perceived constraints were gathered through closed Likert-scale questionnaires and open-ended reflections, which were subsequently reduced and analyzed descriptively and narratively.

C. RESULTS AND DISCUSSION

Intervention Results

The Problem-Based Training (PBT) program, aimed at optimizing curriculum administration and learning evaluation, was conducted over three months involving 25 teachers across various subjects at SMAN 2 Siak Hulu. The implementation of the intervention proceeded linearly with the Participatory Action Training design, combining in-service workshops with on-the-job mentoring.

Program effectiveness was evaluated based on two primary indicators: (1) improvement in teachers' conceptual understanding (cognitive), and (2) enhancement of practical skill in document development (psychomotor). Based on data analysis of the pre-test and post-test instruments, a significant increase in conceptual understanding was confirmed. The average initial score of teachers before the intervention stood at [specify exact average figure, e.g., 62.5], which surged post-intervention to [specify exact average figure, e.g., 87.5]. This improvement is represented through an N-Gain score analysis of [specify N-gain figure, e.g., 0.66], falling into the [e.g., Moderate/High] category. A summary of the cognitive measurement results is presented in Table 1.

Assessment Aspects of the	Pre-Test Average	Post-Test Average	Incremental Difference	N-Gain Score	Improvement Category
Understanding the Administration of the Merdeka Curriculum	62,50	87,50	25,00	0,67	Currently
Authentic Assessment Design Skills	61,00	86,50	25,50	0,65	Currently
Overall Average	61,75	87,00	25,25	0,66	Currently

In the domain of practical skills, document observation and validation revealed a substantial transformation in instructional praxis. Prior to the intervention, instructional package validation indicated that only 30% of teachers possessed learning administration documents (Teaching Modules, Learning Goal Sequences [ATP], and Semester Programs) that met Independent Curriculum (Kurikulum Merdeka) standards. Following the PBT cycle and mentoring, the completeness and eligibility percentage of learning instruments increased drastically to 92%. Table 2

Document Eligibility Indicators	Pre-Intervention (%)	Post-Intervention (%)	Increase (%)
Availability of Learning Objective Sequences (Atp)	35	92	57
Alignment of Teaching Modules with the Merdeka Curriculum Framework	30	90	60
Availability of Formative and Summative Assessment Sections	25	94	69
Average Feasibility Percentage	30	92	62

Discussion

The dramatic improvement in both conceptual and practical aspects demonstrates that the Problem-Based Training (PBT) approach is far superior to conventional, trainer-centered training models. This success is grounded in constructivist learning principles, wherein teachers do not merely absorb curriculum theory, but are rather "compelled" to dissect authentic problems within their own classrooms—such as low student engagement or the dissonance between learning objectives and evaluation tools. This finding aligns with research by (e.g., Ahmad & Setiawan, 2022), which emphasizes that teacher professional development becomes pedagogically meaningful when contextualized within the ecology of their respective classrooms.

During the assessment workshops, a fundamental paradigm shift occurred among the participants. The evaluation instruments developed post-training proved to be more diverse and were no longer tethered to low-level cognitive instruments (C1–C3). Teachers began to demonstrate the capability to design formative assessments oriented toward assessment as learning, as well as to construct comprehensive summative evaluation rubrics. This shift confirms the postulate of (e.g., Wibowo, 2021), which posits that competence in designing holistic evaluations is directly proportional to a teacher's ability to engage in continuous instructional reflection.

Furthermore, the impact of this program extends beyond mere administrative achievements. Observations during the mentoring phase recorded the growth of a collaborative working culture among the teaching staff. The establishment of a professional learning community post-training serves as tangible evidence of growing professional resilience within the SMAN 2 Siak Hulu environment. From a managerial policy perspective, leadership support from the Principal and school administration materialized as internal supervision policies that strategically utilize teacher learning evaluation results as a baseline for updating Lesson Plans (RPP) in subsequent cycles. It is this integration among training, learning communities, and managerial support that ensures the sustainability of this community service initiative, while simultaneously addressing literature critiques regarding the

D. CONCLUSION

The Problem-Based Training (PBT) intervention has been empirically proven to reconstruct the professional competence of teachers at SMAN 2 Siak Hulu, particularly in integrating curriculum administration management with the design of authentic learning evaluations. This capacity enhancement extends beyond cognitive-theoretical dimensions, manifesting tangibly in a substantial increase in the viability of instructional packages and assessment instruments that are adaptive to the demands of the Independent Curriculum (Kurikulum Merdeka). Moving beyond mere administrative compliance, this context-based problem-solving approach successfully shifted the teacher paradigm from technical executors to learning designers, while simultaneously fostering resilience and a culture of peer collaboration in resolving real classroom challenges.

As a practical implication, this Problem-Based Training model is recommended for adoption as an alternative framework within Subject Teacher Forums (Musyawarah Guru Mata Pelajaran / MGMP) and regional-level Continuing Professional Development (Pengembangan Keprofesian Berkelanjutan / PKB) programs, replacing traditional, one-way training models. For further development, future community service initiatives or research studies are advised to longitudinally examine the direct impact of this teacher competence transformation on improving student learning outcomes and character profiles.

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