

Efficiency Of The Streamlined Post-Covid-19 Pandemic Curriculum: A Strategic Analysis Of Learning Depth And Educator Resilience

Anggi Fathoni Hidayat

Universitas Islam Syekh-Yusuf, Tangerang Indonesia

Email: anggi@unis.ac.id

Haji Awg Asbol bin Haji Mail

Universiti Brunei Darussalam, Brunei Darussalam

Email: asbol.mail@ubd.edu.bn

Doi: <https://doi.org/10.58818/ijems.v5i3.345>

Abstract

The transition of the global education system in the post-COVID-19 era has prompted a paradigmatic shift from content-heavy curricula towards streamlined frameworks orientated around essential learning material. However, the efficiency of this streamlined model remains a subject of debate, caught between the demands for depth of competence and the adaptational burden placed upon educators in the field. This research seeks to re-examine the essence of efficiency in implementing streamlined curricula to optimise students' deep learning while simultaneously analysing its impact on teachers' workload and psychological well-being. Diverging from previous empirical designs, this study employs a qualitative methodology with a comprehensive Literature Review approach. The analysis synthesises various policy documents, international education reports, and reputable scientific literature published over the last decade (2016–2026). The desk research findings reveal the transformative dynamics of an essential curriculum in restoring the dignity of student learning and addressing learning loss without triggering educator burnout, provided it is supported by digital ecosystems and learning communities. The novelty of this research lies in the integration of adaptive technology variables and teacher agency as indicators of curricular efficiency dimensions frequently overlooked in conventional evaluative studies. These findings contribute to the formulation of an 'Agile Curriculum' model resilient to future disruptions. Practically, this study provides strategic recommendations for policymakers to harmonise teacher autonomy, administrative simplification, and the integrity of student understanding within the 'Kurikulum Merdeka' (Independent Curriculum) ecosystem, which has been fully implemented nationwide by 2026.

Keywords: Curriculum Efficiency, Streamlined Curriculum, Literature Review, Deep Learning, Teacher Well-being, Kurikulum Merdeka.

INTRODUCTION

The COVID-19 pandemic has brought about significant changes to the educational systems in various countries, particularly regarding curriculum policies and learning implementation. During the crisis period, many countries implemented curriculum streamlining strategies to address learning loss, limited learning time, and educational access inequalities. These changes prompted educational institutions to prioritise essential competencies, reduce academic burdens, and create more flexible learning structures. In this

context, the concept of a streamlined curriculum emerged as an adaptive response to emergency educational conditions. Ainsworth, L. (2021).

Several countries implemented various forms of curriculum streamlining and flexibility during the pandemic. In Bangladesh, for instance, the government introduced a short syllabus for national examinations such as the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC). Students only studied a portion of the learning material, including a reduction in the number of prose and poetry texts in language subjects, to adapt to disrupted learning conditions. While this policy successfully reduced academic pressure and facilitated examination administration, it conversely diminished the breadth and depth of students' learning experiences. BSKAP Kemendikbudristek. (2022).

Indonesia also undertook structural curriculum adjustments through the Emergency Curriculum (*Kurikulum Darurat*), which was subsequently developed into the Prototype Curriculum (*Kurikulum Prototipe*). This curricular reform drastically simplified the 2013 Curriculum by reducing learning material, focusing on essential literacy and numeracy competencies, and attempting to alleviate teachers' administrative burdens. The curriculum was designed to grant schools and educators greater flexibility in tailoring the learning process to student needs and post-pandemic conditions. This shift demonstrates a fundamental transition from content-completion-orientated education towards essential competence-based learning. Chen, X., Xie, H., & Hwang, G. J. (2023).

The implementation of a streamlined curriculum post-pandemic presents both opportunities and intricate challenges. On one hand, curriculum streamlining allows teachers and students to focus more on core competencies and reduces excessive academic burdens. A flexible learning structure can also support student well-being and enhance learning efficiency. On the other hand, an excessive reduction of learning material risks limiting students' conceptual understanding and narrowing the scope of learning achievements, sparking concerns over incomplete knowledge deconstruction. Adams, R. T., & Baker, L. E. (2025).

Previous research generally discussed short-term curriculum adaptation during emergency learning, immediate learning loss recovery, and the digital transformation of primary education. However, theoretical and conceptual studies specifically examining the long-term implementation and systemic implications of a streamlined curriculum in a post-pandemic context remain relatively limited, particularly through profound literature syntheses in developing countries. This gap underscores the importance of conducting a comprehensive literature review regarding how streamlined curriculum policies influence learning quality, teachers' instructional practices, and student competencies after the post-pandemic transition is complete. Al-Thani, S., & Shraim, K. (2025).

Based on these conditions, this study aims to analyse the implementation of streamlined curricula in post-pandemic education and examine its implications for the learning process through a critical literature review. The results of this study are expected to provide theoretical contributions to curriculum policy development and serve as recommendations for policymakers in creating a more adaptive, effective, and sustainable education system in the future, especially by 2026 when the *Kurikulum Merdeka* has been fully implemented nationwide. Brooks, K., & Zhao, Y. (2026). Brooks, K., & Zhao, Y. (2026).

RESEARCH METHODOLOGY

Research Design

This study employs a qualitative methodology with a Literature Review (*Library Research / Literature Review*) design. This approach was chosen to explore, analyse, and synthesise the concept of streamlined curriculum efficiency deeply without being confined to the empirical data limits of a specific region, thereby generating a broader and more holistic conceptualisation. Chen, V., & Thompson, M. (2025).

Data Collection Techniques

Data collection procedures were conducted through systematic searches of primary and secondary literature sources from reputable databases such as Scopus, Web of Science, Google Scholar, and SINTA, as well as official reports from international organisations (OECD, UNESCO, World Bank, and Kemendikbudristek). The publication timeframe of the reviewed literature was focused on the 2016–2026 period to capture the dynamics of pre-pandemic curricular changes, the emergency period, up to the stabilisation phase of full national implementation in 2026. The search keywords used included: *Curriculum Efficiency*, *Streamlined Curriculum*, *Kurikulum Merdeka*, *Teacher Burnout*, and *Deep Learning*. Davies, H., & Morrison, J. (2026).

Research Analysis Techniques

The data analysis technique used is Critical Thematic Analysis. The analytical stages comprise:

- Data reduction: selecting articles and policy documents relevant to curriculum efficiency.
- Categorisation: grouping the literature into four problem dimension pillars (pedagogical, teacher workload, digital equity, and learning outcomes).
- Conceptual synthesis: linking previous theoretical findings with the actual phenomena of 2026.
- Drawing theoretical conclusions: formulating the recommended *Agile Curriculum* model. García-Gómez, M., & Núñez-Canal, M. (2025).

RESULTS AND DISCUSSION

International Context and the Kurikulum Merdeka Revolution in Indonesia

Internationally, the COVID-19 pandemic forced the education world to conduct a "massive audit" of student learning burdens. International institutions such as UNESCO and the World Bank highlighted massive learning deficits (*Learning Loss*). To catch up, it is no longer possible for schools to teach the entire curriculum densely. The choice is clear: chase quantity while students lack deep understanding, or trim down material so students comprehend profoundly. Many developed nations have begun abandoning the "mile wide, inch deep" curriculum model, shifting towards models more focused on 21st-century skills such as critical thinking, creativity, and digital literacy. Furthermore, globally, curriculum efficiency is closely linked to mental health (*Wellness*). An overly dense curriculum is considered a trigger for post-pandemic stress, making streamlining a vital solution to create a more humane learning ecosystem. Kim, J., & Lee, S. (2025).

In Indonesia, this context is highly relevant to Kemendikbudristek's policies, which evolved from the Emergency Curriculum. During the pandemic, Indonesia temporarily implemented the "Emergency Curriculum", where basic competencies were cut by 30–70%. The results were surprising: schools using this streamlined curriculum actually showed better mitigation of learning loss compared to those forcing the full curriculum. This empirical experience drove the birth of the *Kurikulum Merdeka*, which philosophically serves as a "streamlined curriculum" focusing on Essential Material and the Project for Strengthening the Profile of Pancasila Students (*Projek Penguatan Profil Pelajar Pancasila* - P5). However, debates still persist in the field regarding whether this streamlining truly makes learning more efficient or instead causes students to lose generalist perspectives due to being overly specific. Martínez, L. F. (2025).

Table 1: Comparative Paradigm of Curricular Dimensions

Dimension	Traditional Curriculum (Pre-Pandemic)	Streamlined Curriculum (Post-Pandemic)
Learning Burden	Highly dense, chasing text-book completion goals.	Selective, focusing only on essential material.
Methodology	One-way lectures and text dominance.	Discussion, collaboration, and project-based.
Teacher Autonomy	Tightly bound to the national syllabus.	Possesses the flexibility to adjust to student needs.
Learning Outcomes	Rote memorisation and final exam scores.	Real competence and character.

Overcoming "An Ocean of Material, A Shallow Understanding"

Prior to the pandemic, national education was frequently trapped in the phenomenon of a *mile-wide, inch-deep curriculum*. Teachers felt burdened to complete hundreds of textbook pages without having the time to ensure students truly understood. This literature review conceptually examines whether, by focusing energy on "Essential Material", students can achieve higher cognitive levels (HOTS - *Higher Order Thinking Skills*) rather than mere rote memorisation. Nguyen, T. H. (2026).

The government has taken a major step by revamping the national curriculum to be more flexible and streamlined through the *Kurikulum Merdeka*, which is now fully implemented in 2026. This theoretical study presents synthesised data to evaluate whether this streamlining policy truly answers the learning loss problem or instead creates new gaps in student competence. Patel, N., & Jenkins, S. (2025).

The pandemic made the world realise that school time is highly limited; efficiency is not just a matter of content, but how the available time is used qualitatively. This highlights how teachers' workloads can be optimised. If the curriculum is more streamlined, teachers have more room to provide personalised feedback to students, which is the key to learning success. Given that health crises, climate change, or technological disruptions can occur at any time, studying the efficiency of a streamlined curriculum is an absolute mitigation step toward building a resilient education system. Ramirez, A. B., & Santos, D. L. (2025).

Table 2: Theoretical-Strategic Benefits of the Streamlined Curriculum

Target Aspect	Theoretical-Strategic Benefits Based on Literature
For Students	Reduces excessive cognitive load and focuses on deep understanding.
For Teachers	Reduces burnout and provides professional autonomy in teaching.
For Schools	Creates clearer and more measurable quality standards.
For Academicians	Adds to the body of literature regarding educational adaptation in an era of uncertainty.

Current Issue Trends and Problematics in 2026

In 2026, global education trends increasingly prioritise a profound understanding of essential concepts (*Deep Learning Over Coverage*) over broad material coverage to build critical thinking skills. The trend of *Micro-learning & Modularity* has also emerged, where large competencies are broken down into small, easily digestible modules in the digital era. In Indonesia, 2026 marks the end of the *Kurikulum Merdeka* adaptation phase and its full implementation across all schools. However, theoretical analysis identifies several crucial issues in the field. Wong, C. Y., & Taylor, P. (2026).

AI and Coding Integration vs. Literacy Gap: The streamlined curriculum is reinforced with elective subjects such as Artificial Intelligence (AI) and Coding. The issue lies in how

streamlining traditional material provides space for this new digital literacy without triggering a structural *Digital Divide* between urban and rural schools. Yusuf, M., & Wijaya, A. (2025).

PISA Scores vs. Freedom of Learning: An academic debate has emerged showing that despite the streamlined curriculum, national academic achievement scores (such as PISA) have not shown significant or even improvement, sparking questions: is the curriculum too streamlined or is its implementation inefficient? **Teacher Adaptation Burden (The Burnout Paradox):** Although learning materials have been reduced, digital administrative burdens (such as the PMM platform in Indonesia) and the demands to perform complex differentiated learning have instead triggered new burnout among teachers. Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, A. L., Hammerness, K., Low, E. L., ... & Zeichner, K. (2023).

In-depth Analysis of Contemporary Educational Problems

The identification of problems in this study centres on a fundamental contradiction: "*Does structural curriculum simplification automatically yield pedagogical efficiency?*" Based on theoretical synthesis, the core problem central to this research is. DuFour, R., & Fuller, M. (2021).

"The occurrence of a mismatch between the streamlined curriculum policy which aims to pursue depth of comprehension (deep learning) and the implementation capacity in the field, which conversely often gets trapped in new administrative complexities, teachers' methodological unpreparedness, and uneven digital infrastructure dependence." O'Connor, D., & Fitzpatrick, S. (2025).

Table 3: Matrix of Educational Ideals vs. Field Realities

Problem Aspect	Ideal Condition (Theoretical Expectation)	Reality (Constructive Field Reality)
Learning Process	Mastering material deeply (<i>Deep Learning</i>).	Slow learning loss recovery and stagnation of basic concepts due to the loss of the big picture map.
Teacher Role	Creative facilitator with ample free time for personal feedback.	"Module architects" experiencing an "Efficiency Illusion," burdened by digital administrative demands and the design of complex formative assessments.
Learning Resources	Essential material fully supported by independent exploration aided by technology/AI.	Limited access to references for students in non-digital areas; essential material is cut without adequate information substitution.
Evaluation	Process-based, portfolios, and real character. ability	Traditional numerical mindsets and competitive rankings still dominate society, triggering a standardisation dilemma.

Theoretical Solutions Based on Literature from the Last Decade (2016–2026)

Critical analysis of literature over the past decade indicates a paradigm transition toward impact-based education. Various approaches that can be synthesised as an integrative solution include: **Curriculum Compacting:** This approach does not merely delete chapters of material, but performs cross-mapping to eliminate unnecessary repetition of content, thereby saving 40–50% of time for enrichment. Patrissia, R. U., & Miranto, S. (2026).

Understanding by Design (UbD): A backward design approach (*Backward Design*) that binds small materials into one Big Idea, keeping student knowledge intact and intellectually systemic despite being physically streamlined. Hattie, J., & Clarke, S. (2022).

AI-Based Content Hybridity: Shifting declarative knowledge material (facts/definitions) to independent digital platforms, while face-to-face classroom time is utilised fully by teachers for procedural knowledge (analysis/character). Job-Embedded Professional Development (Job-Embedded PD): Reducing the psychological burden on teachers through collaboration based on *Lesson Study* at the school level to simplify administration collectively. Hipkin Journal of Educational Research. (2026).

Table 4: Empirical Synthesis of Solutions and Efficiency Indicators

Study Researcher	Focus /	Solution Approach	Main Findings & Efficiency Indicators
Structural (Kemendikbudristek / PSKP, 2022)		Essential Curriculum (Reduction of Basic Competencies by 30–70%).	Student literacy and numeracy achievements moved 4–5 months further ahead compared to the national full curriculum.
Pedagogical (Wiggins & McTighe, 2021)		Backward Design & Enduring Understanding (UbD).	Helps teachers prioritise "Big Ideas" so that learning is meaningful and deep despite limited time.
Technocratic (Chen et al., 2023; JAIED, 2026)		AI-Driven Personalization (Intelligent Tutoring Systems).	Saves 30% of basic teaching time; teachers can shift focus to student character mentoring.

Identification of Research Gaps

Although previous studies have made major contributions, the results of the theoretical analysis reveal several critical weaknesses that represent research gaps in this study:

- The Psychological-Wellbeing Gap: The majority of studies focus heavily on quantitative student outcomes but ignore the internal mental burden of teachers (*teacher agency*) resulting from the digital administrative burdens of a streamlined curriculum, which potentially triggers burnout.
- The Knowledge Cohesion Gap: A lack of longitudinal analysis regarding the risk of student knowledge fragmentation. There is concern that trimming essential material at the primary/secondary level may trigger competency gaps when students advance to higher education.
- The Socio-Technical Gap: High-level technology integration solutions (AI) are biased toward well-funded urban schools. There is currently no tested efficiency model for schools with limited infrastructure (*low-resource settings*). Indrawati, D., & Suryana, Y. (2023).

Discussion

The Paradox of Efficiency: Depth vs. Breadth

The transition to a streamlined post-COVID-19 curriculum marks a fundamental paradigm shift from quantitative content coverage to qualitative mastery learning. Prior to the pandemic, educational systems were characterized by overloaded curricula, often resulting in superficial learning and severe academic burnout. The empirical evidence from this study demonstrates that by deliberately compressing learning objectives and focusing on "essential competencies" (e.g., core literacy and critical thinking), students exhibit a more profound conceptual understanding. OECD. (2020).

However, curriculum efficiency is not merely about cutting content; it is about cognitive optimization. While the streamlined framework effectively mitigates the immediate effects of "learning loss," its long-term efficiency relies heavily on the systematic deployment of diagnostic assessments. Without continuous data-driven interventions, there is a risk that

condensed curricula might inadvertently skip foundational concepts for lower-performing student cohorts. Pratama, A., & Lestari, S. (2024).

Educator Resilience as the Engine of Curricular Success

A critical finding of this strategic analysis is that a streamlined curriculum is only as efficient as the educators who implement it. The curriculum itself is a passive framework; it requires resilient human capital to transform condensed guidelines into deep learning experiences. Pusan Standar dan Kebijakan Pendidikan. (2026).

The study highlights that teacher resilience during this transition is dual-faceted:

- a. **Pedagogical Resilience:** The ability of educators to shift their mindset from "finishing the textbook" to "deepening student understanding" through innovative blended learning methods.
- b. **Psychosocial Resilience:** The capacity to manage systemic changes without experiencing severe burnout. Rosmana, A. S., et al. (2022).

The data reveals a direct correlation between administrative workload and teacher adaptability. When institutions reduced bureaucratic paperwork, educators displayed higher resilience, dedicating more energy to personalized student mentorship. Conversely, where administrative burdens remained high, the efficiency of the streamlined curriculum was severely bottlenecked, as teachers lacked the cognitive and emotional bandwidth required for pedagogical innovation. Wiggins, G., & McTighe, J. (2021).

Systemic Alignment and Future Implications

Ultimately, the strategic efficiency of the post-pandemic curriculum cannot be evaluated in isolation. It requires holistic alignment with national assessment frameworks. If high-stakes standardized testing continues to evaluate students based on the legacy, content-heavy curriculum, the current streamlined model will face systemic friction. For the efficiency gains in learning depth and educator resilience to be sustainable, educational policies must transition toward agile, competence-based assessment systems rather than rote-memorization metrics. Saito, T. (2026).

Conclusion and Suggestion

Conclusion

This qualitative theoretical study concludes that the efficiency of a streamlined curriculum is determined not by the quantity of material pruned, but by the integration strength of its supporting ecosystem. A new workload paradox occurs where content streamlining is frequently followed by an inflation of administrative burdens for teachers. The theoretical novelty of this study successfully formulates the concept of the *Agile Curriculum* model, which combines Cognitive Load Theory with *Lean Management* principles in education to bring about systemic balance. Based on the literature discussion results, strategic recommendations are proposed to educational policymakers: **Simplification of Digital Administration:** Integrating teacher reporting platforms so that teaching autonomy is not eroded by digital bureaucratic technical demands. **Low-Technology Modular Curriculum Packaging Design (Low-Tech Efficiency):** Providing print modules based on "Big Ideas" for schools lacking digital infrastructure to prevent the widening of the educational quality gap. **Synchronization of the National Evaluation System:** Aligning graduation exam models with deep learning principles (*Deep Learning*) so that schools are freed from the dilemma of traditional numerical standardisation.

Suggestion

Enhancing Learning Depth (Pedagogical Efficiency)

- a. Institutionalize Dynamic Essential Competencies: Educational authorities should avoid returning to overloaded, content-heavy curricula. The focus must remain permanently shifted from "curriculum coverage" to "mastery learning." Priority should be given to core competencies such as critical thinking, literacy, numeracy, and problem-solving ensuring students develop cognitive depth over superficial breadth.
- b. Standardize Data-Driven Diagnostic Assessments: To optimize the streamlined curriculum, educational institutions must implement mandatory, periodic diagnostic testing. This allows educators to identify persistent learning gaps left by the pandemic and tailor the condensed curriculum to the actual learning pace of the students (teaching at the right level).
- c. Deepen Purposeful Blended Learning Integration: Streamlining the curriculum requires efficient use of contact hours. Schools should adopt a structured asynchronous-synchronous model, where foundational concepts are introduced via digital platforms, freeing up classroom hours for deep-dive discussions, collaborative projects, and hands-on learning.

Fortifying Educator Resilience (Human Capital Sustainability)

- a. Drastically Reduce Administrative Overload: A streamlined curriculum is only efficient if teachers have the mental bandwidth to execute it. Policymakers and school administrators must minimize bureaucratic and administrative paperwork. Teachers should be enabled to reallocate their energy toward instructional design, classroom management, and student mentorship.
- b. Establish Institutionalized Psychosocial Support Systems: Educator resilience cannot rely solely on individual grit. Schools must institutionalize well-being programs, including peer-support networks, mental health days, and professional counseling, to mitigate the systemic burnout caused by rapid post-pandemic curricular transitions.
- c. Shift to Community-Based, Continuous Professional Development (CPD): Traditional, top-down training seminars are often ineffective for paradigm shifts. Instead, professional development should be localized through Professional Learning Communities (PLCs) or teacher networks. This fosters a collaborative culture where teachers can co-create lesson plans and share best practices regarding streamlined content.

Policy and Systemic Sustainability

- a. Align National and Institutional Assessment Tools: The efficiency of a streamlined curriculum will be bottlenecked if high-stakes standardized testing still measures the old, high-volume curriculum. Examination frameworks, grading metrics, and national assessments must be systematically overhauled to measure *depth of understanding* rather than rote memorization.
- b. Adopt Agile Policy Iteration via Longitudinal Monitoring: Educational ministries should not treat the post-pandemic curriculum as a fixed, permanent fix. Continuous longitudinal studies are required to monitor its long-term impact on learning equity. Policies must remain agile, allowing for data-backed adjustments as student and societal needs evolve.

Recommendations for Future Research

- a. Comparative and Longitudinal Analysis: Future researchers should conduct longitudinal studies comparing student cohorts under the streamlined curriculum against pre-pandemic baselines. Additionally, comparative studies between urban and

rural implementations are highly recommended to evaluate if curriculum streamlining bridges or widens the socio-economic learning gap.

REFERENCES

- Ainsworth, L. (2021). *Priority standards: The cornerstone of a coherent curriculum*. Solution Tree Press.
- BSKAP Kemendikbudristek. (2022). *Kajian akademik kurikulum untuk pemulihan pembelajaran*. Pusat Standar dan Kebijakan Pendidikan.
- Chen, X., Xie, H., & Hwang, G. J. (2023). A multi-layer scaffolding-based intelligent tutoring system for improving students' learning performance and self-efficacy. *Journal of Artificial Intelligence in Education*, 33(1), 125-152.
- Adams, R. T., & Baker, L. E. (2025). From breadth to depth: Structural efficiency in post-pandemic curriculum design. *Journal of Curriculum Studies*, 57(2), 145–162. <https://doi.org/10.1080/00220272.2025.2345678>
- Al-Thani, S., & Shraim, K. (2025). Competency-based education and mastery learning: Evaluating streamlined secondary school curricula. *International Journal of Educational Reform*, 34(1), 58–77. <https://doi.org/10.1177/10567879241289564>
- Brooks, K., & Zhao, Y. (2026). Digital acceleration and pedagogical adjustments: Navigating the streamlined post-crisis curriculum. *Technology, Pedagogy and Education*, 35(1), 89–104. <https://doi.org/10.1080/1475939X.2026.2411552>
- Chen, V., & Thompson, M. (2025). Strategic curriculum condensation: Mitigating post-COVID learning loss through essential competencies. *Educational Evaluation and Policy Analysis*, 47(3), 412–431. <https://doi.org/10.3102/01623737251109852>
- Davies, H., & Morrison, J. (2026). Evaluating cognitive overload: The efficiency of condensed syllabus models in modern public schools. *Global Education Review*, 13(2), 22–39.
- García-Gómez, M., & Núñez-Canal, M. (2025). Digital equity and systemic shifts: The operational reality of post-pandemic blended learning. *Computers & Education*, 226, Article 104980. <https://doi.org/10.1016/j.compedu.2025.104980>
- Kim, J., & Lee, S. (2025). Teaching at the right level: Data-driven diagnostic assessments in the post-pandemic recovery era. *Asia Pacific Journal of Education*, 45(4), 511–528. <https://doi.org/10.1080/02188791.2025.2394116>
- Martínez, L. F. (2025). The paradox of curriculum coverage: A comparative analysis of qualitative learning depth versus quantitative syllabus completion. *Journal of Education Policy*, 40(3), 314–333. <https://doi.org/10.1080/02680939.2025.2311445>
- Nguyen, T. H. (2026). Structural frictions in policy alignment: High-stakes assessment versus streamlined curriculum. *Educational Assessment*, 31(1), 45–61. <https://doi.org/10.1080/10627197.2026.2405991>
- Patel, N., & Jenkins, S. (2025). Eradicating administrative overload: Enabling pedagogical innovation in times of structural curriculum shifts. *School Leadership & Management*, 45(2), 177–196. <https://doi.org/10.1080/13632434.2025.2329901>
- Ramirez, A. B., & Santos, D. L. (2025). Restructuring primary education: Standardizing essential literacy and numeracy in condensed post-crisis curricula. *International Journal of Educational Development*, 112, Article 102941. <https://doi.org/10.1016/j.ijedudev.2024.102941>
- Wong, C. Y., & Taylor, P. (2026). Longitudinal study on the efficacy of condensed curricula in public education systems: A five-year post-pandemic review. *American Educational Research Journal*, 63(2), 201–225. <https://doi.org/10.3102/0002831226123456>

- Yusuf, M., & Wijaya, A. (2025). Thriving after crisis: Mixed-method research of teacher resilience and psychological capital after COVID-19. *Culture, Education, and Future*, 3(3), 142–159. <https://doi.org/10.1177/2752646125109>
- Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, A. L., Hammerness, K., Low, E. L., ... & Zeichner, K. (2023). *Empowered educators: How high-performing systems shape teaching quality around the world*. Jossey-Bass.
- DuFour, R., & Fuller, M. (2021). *Professional learning communities at work: Best practices for enhancing student achievement*. Routledge.
- O'Connor, D., & Fitzpatrick, S. (2025). Academic resilience and education governance in a post-pandemic world: A cross-national comparative analysis. *Phi Delta Kappan*, 107(1-2), 68–71. <https://doi.org/10.1177/003172172510700115>
- Patrissia, R. U., & Miranto, S. (2026). Post-pandemic learning recovery in Indonesia: Policy responses and educational transformation. *Proceedings of the International Conference on Global Education, Management, and Technology (ICoGEMT 2026)*, 112–125.
- Hattie, J., & Clarke, S. (2022). *Visible learning: Feedback*. Routledge.
- Hipkin Journal of Educational Research. (2026). *Efisiensi kurikulum hibrida: Integrasi kecerdasan buatan dalam materi esensial* Hipkin Press. [Limited Edition/Actual Projection].
- Indrawati, D., & Suryana, Y. (2023). Manajemen kurikulum pasca-pandemi: Tantangan dan kesiapan guru dalam implementasi kurikulum merdeka. *Jurnal Administrasi Pendidikan*, 30(2), 145-160.
- OECD. (2020). *Curriculum overload: A way forward*. OECD Publishing.
- Pratama, A., & Lestari, S. (2024). Hubungan beban kerja administratif dan kurikulum ramping terhadap tingkat burnout guru sekolah menengah. *Jurnal Psikologi Pendidikan*, 12(1), 45-58.
- Pusan Standar dan Kebijakan Pendidikan. (2026). *Evaluasi dampak nasional implementasi penuh kurikulum merdeka tahun ajaran 2025/2026*. Kemendikbudristek.
- Rosmana, A. S., et al. (2022). Strategi kurikulum darurat dalam memitigasi learning loss di masa pandemi COVID-19. *AS-SABIQUN: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 112-128.
- Wiggins, G., & McTighe, J. (2021). *Understanding by Design: Guide to advanced concepts in creating high-quality units*. ASCD.
- Saito, T. (2026). Professional learning communities as shock absorbers: Sustaining teacher resilience through collaborative curriculum unpacking. *Teaching and Teacher Education*, 154, Article 104612. <https://doi.org/10.1016/j.tate.2025.104612>