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The Role of Stakeholder Involvement in Developing an Effective School Curriculum

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Abstract

Stakeholder involvement is essential for developing an effective school curriculum that responds to students' needs and local conditions. This study examines stakeholder roles, participation, and supporting and inhibiting factors in school curriculum development in Probolinggo City, Indonesia. Using a qualitative descriptive approach, data were collected through interviews, observations, and relevant school documents. Data analysis involved data condensation, data display, and conclusion drawing and verification. The findings indicate that stakeholder involvement encompasses curriculum planning, development, implementation, and evaluation. Principals coordinate collaboration, while teachers contribute pedagogical expertise. Students, parents, school committees, local government, and community representatives provide input, resources, and contextual perspectives. Supporting factors include open leadership, effective communication, cooperation, and continuous evaluation. However, limited time, inadequate resources, inconsistent communication, differing perspectives, and unequal participation can constrain collaboration. The study concludes that sustained stakeholder engagement supports more participatory, relevant, contextual, and responsive curriculum development.

INTRODUCTION

Education is key to improving the quality of human resources and to regional development. Schools have a duty to provide a learning process which meets the needs of the students and the requirements of development in society. The curriculum is a key strategic element in this respect as it provides the framework for the determination of learning outcomes, content, processes and assessment. A good curriculum must be in line with the national education policy and at the same time be appropriate to the local environment, the local potential and the needs of the students (Ramli et al., 2025; Mandavkar, 2025; Rasidi et al., 2025).

Curriculum development is in essence a fluid process and must be a continuing one. The pressures of social change, technological change, the demands of the workplace and the need to develop 21st century competencies all serve to necessitate that schools keep their curricula under review and in a state of constant development

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(González-Pérez & Ramírez-Montoya, 2022; Miglani et al., 2026). A curriculum that is developed in a vacuum, without any regard to the changes in the world around us, has the potential to lead to learning experiences which are not at all relevant to the students' actual lives. The school therefore needs a curriculum development approach that is contextual, adaptive and responsive to the needs of the students and their environment. Hairon et al. (2018) state that school-based curriculum development is a process of co-construction (co-constructive work) involving a range of stakeholders. Teachers and other members of the school community are not just the implementers of the curriculum but also play a role in the adaptation and development of the curriculum to meet the needs of the school in a particular context (Mpuangnan & Ntombela, 2024; Haq, 2024; Karataş et al., 2025). The involvement of stakeholders is therefore key to the development of a more contextual and student relevant curriculum.

In the process of curriculum development, schools cannot operate in isolation without taking into account the views and needs of all the various stakeholders (Günther et al., 2024; Kumar & Rewari, 2022; Ahmad et al., 2023). The stakeholders in education are the principals, the teachers, the students, the parents, the school committees, the local authorities, the community, the business and industry sector and all the various other organisations that are in some way linked to the school (Ayoko & Kelechukwu, 2024; Oloba, 2025; Jude et al., 2025). Each of these groups will have their own set of experiences, their own interests and their own contribution to the support of the school's work. Their input will provide a much wider perspective so that the curriculum that is developed is not just one which is driven by the internal concerns of the school but one which is relevant to the needs of the community. Salonen-Hakomäki et al. (2024) Research on curriculum reform in Finland indicates that a common understanding of the direction and purpose of the curriculum among all the stakeholders is essential to the successful implementation of the reform at the school level. Differences in perception between stakeholders at the national and regional levels can have a significant impact on the understanding of curriculum coherence and its effect on school development (Soini et al., 2022; Walsh, 2023; Bros & Schechter, 2022; El-Annan & Hassoun, 2025). Therefore, stakeholder involvement needs to be accompanied by strong communication and understanding.

Teacher involvement is of course a key ingredient in curriculum development. Teachers are the ones who actually work with the students and they will have a first hand knowledge of the students' characteristics, the classroom situation, the learning problems that students encounter and the teaching methods that work (Lefebvre et al., 2023; Gunawadena et al., 2024). Teachers also need to be given the opportunity to share their own experiences and their own learning needs. Parents and school committees can also provide input as to what is expected of their children in terms of education (Gottschalk & Borhan, 2023; Hardiansyah, 2022; Murcahyanto & Mohzana, 20230. When all of these groups are involved in the process, the curriculum can be developed on the basis of actual needs rather than on assumptions or decisions made by a single group. Sutjipto (2018) notes that teachers have a very important role in curriculum development, particularly as they are in a position to know the students. In the research into special education curriculum, teachers stated that the curriculum should include practical knowledge, character, essential skills, competencies, the arts and literacy. This is a clear indication of the value of teacher involvement as stakeholders.

Probolinggo City has social, economic, cultural and geographical characteristics which must be taken into account in the development of the school curriculum. As an urban centre in East Java it has a number of different communities and a range of regional potential which can be developed through education. The curriculum therefore needs to be in some way linked to the local context. Learning in this way

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will enable students to understand their environment and will also help to build a sense of community and of regional development (Li & Shein, 2023; Uzorka et al., 2024; Fitrianto & Farisi, 2025).

Local government also has a key role in facilitating the development of an effective school curriculum. Regional education policies and programmes can provide a framework for schools to tailor curriculum implementation to the specific needs of their locality (Wahyuni et al., 2024; Ramli et al., 2025). The support of local government can take many forms including coaching, improving the capacity of the teaching staff, provision of facilities and infrastructure and enabling collaboration with various stakeholders. Vreuls et al. (2022) makes it clear that curriculum development is a process which must be a collaborative one and involve all the relevant stakeholders. Parents are of course key stakeholders in their children's education but in reality their involvement in curriculum development is very limited. This lack of parental involvement is likely to have a negative impact on the learning process and on the development of the child. With the involvement of local government in the process of curriculum development, it is expected that the curriculum will be developed in a more focused way and that it will be in line with the objective of improving the quality of education in Probolinggo city.

On the flip side the involvement of the business world, industry and the community can go a long way to ensure the curriculum is relevant to the social and economic context. Working with the outside world can provide schools with access to information on the competencies and skills that will be required in the future (Thornhill-Miller et al., 2023). For the student it is increasingly important to be able to link what they are learning in school to the actual conditions of society. Education is not just about academic ability, it is about developing a range of skills, character, creativity, adaptability and readiness to change (Fuchs et al., 2023; Prayogo et al., 2025).

Stakeholder engagement is of course a vital element but its implementation can still be problematic. Not all stakeholders will have the same level of understanding or the same opportunity to get involved in the curriculum development process. Poor communication, lack of coordination, divergent interests and simply being in the room (i.e. formal participation) can all undermine the value of engagement. There therefore needs to be an open, structured and sustainable mechanism for participation so that all stakeholders can participate to the full (Kiss et al., 2022). Schools will need to develop a level of communication and collaboration that enables stakeholder input to be properly considered in the curriculum decision making process.

Stakeholder involvement is a key element in the development of an effective and relevant school curriculum in Probolinggo. The involvement of schools, parents, the government, the community and other stakeholders will result in a curriculum that is more responsive to student needs and to the characteristics of the region. It is therefore important to go on and look at the role of stakeholder involvement in the curriculum development process, the forms of involvement that are undertaken and the factors which facilitate and which impede that involvement. This study is expected to provide a more comprehensive picture of the importance of collaboration in curriculum development and provide input for improving the quality of education in Probolinggo City.

METHODS

Research Design

This was a qualitative descriptive study which sought to examine the extent of stakeholder involvement in the development of an effective school curriculum in

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Probolinggo City, Indonesia. The qualitative descriptive approach was chosen as it is appropriate for the exploration of stakeholder roles, modes of participation, contributions and perceptions in the context of curriculum development. The study specifically looked at stakeholder involvement in curriculum planning, development, implementation and evaluation as well as the factors which enable or inhibit collaboration. Data were gathered via semi-structured interviews, non-participant observation and document analysis. The data were analysed using an interactive qualitative analysis model consisting of data condensation, data display and conclusion drawing and verification (Miles, Huberman & Saldaña, 2014).

Research Setting and Informant Selection

The study was carried out in selected schools in Probolinggo City from May to July 2026. Schools were selected purposively on the basis of their relevance to the research objectives, their involvement in curriculum development activities (both internal and external), the presence of stakeholders and the availability of participants and research information. The aim of this selection was to be able to obtain information from schools in which stakeholder participation in curriculum development could be observed.

The study involved nine informants who were selected through purposive sampling. The group comprised one school principal, one curriculum co-ordinator, two teachers, one school committee member, one parent, one student, one representative of the local education authority and one community/business sector representative. The selection of informants was based on their involvement in, or knowledge of, curriculum planning, implementation, evaluation, decision making or stakeholder engagement. Participation was voluntary.

Data Collection

Data were collected via semi-structured interviews, non-participant observation and document analysis. These techniques were intended to provide complementary perspectives on stakeholder involvement and to support the comparison of information across data sources.

Semi-Structured Interviews

Semi-structured interviews were conducted using an interview schedule which was closely aligned with the research objectives. The interviews sought to ascertain the roles and contributions of the various stakeholders, the forms and frequency of their participation, their involvement in curriculum planning and decision making, their communication and coordination practices, their involvement in curriculum implementation and evaluation and the factors which either enabled or impeded their collaboration. The interviews also sought to establish participants' views on the extent to which the involvement of stakeholders had contributed to the relevance and responsiveness of the curriculum to student needs. The interview data was grouped according to the research themes and used to identify similarities and differences in the views of the various stakeholders.

Non-Participant Observation

Non-participant observation was used to look at the interactions and curriculum-related activities of the stakeholders in their normal school context. The focus of the observation was on stakeholder participation, communication, coordination, exchange of ideas, decision making and the response to stakeholder input. Observational data was recorded in field notes and then sorted into the appropriate categories in relation to the research questions. The specific activities which were observed must be identified in the final paper in accordance with those which were actually observed during the fieldwork.

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Document Analysis

Document analysis was used to supplement the information gathered through interviews and observations. The documents were examined for information relating to curriculum planning, stakeholder participation, curriculum implementation and evaluation. The analysis was specifically designed to identify evidence of stakeholder roles, curriculum decisions, coordination and follow up. The final manuscript will of course need to state precisely what documents were examined and why they were relevant to the research. Documentary evidence was compared with interview accounts and observational records where corresponding evidence was available.

Data Analysis

The data were analysed using the interactive model of Miles, Huberman and Saldaña (2014) which involves data condensation, data display and conclusion drawing and verification. The interview transcripts, observation notes and relevant documentary material were first organised in relation to the research questions. Initial coding identified the information relating to stakeholder roles, levels of involvement, contributions, communication, coordination, curriculum implementation, evaluation and the factors which supported or inhibited the process.

Secondly, the related codes were grouped into broader categories. Information on curriculum direction, coordination, decision making and evaluation was placed under the category of school leadership. Information on students' needs, learning materials, teaching and learning strategies and classroom implementation was placed under the category of teachers' contributions. Information from the other stakeholder groups was grouped according to the role of the group and the form of their participation. Thirdly the categories were compared across the data sources and developed into analytical themes. The themes that emerged were those relating to stakeholder roles, forms of participation, contributions to the curriculum, communication and coordination, the perceived or observed outcomes and the factors which supported or inhibited the process.

Ultimately the conclusions were arrived at by looking at the recurring patterns, the differences and the relationships between the themes in relation to the research questions. The interpretations were checked against the data to ensure that we weren't just relying on individual statements. Any claims about curriculum outcomes were regarded as perceived or observed contributions unless there was direct evidence of a change in the way the curriculum was implemented or of a change in student learning.

Data Credibility and Triangulation

The credibility of the findings was established through source and method triangulation. Source triangulation involved comparing the views of a range of different informant groups (school leadership, teachers, students, parents, the school committee, local authority and a range of community/business representatives). Method triangulation involved cross checking the interview data against relevant observation records and documentary evidence. Where the evidence was consistent across sources this convergence was used to bolster the interpretation. Where there were differences the differences were factored into the analysis rather than being treated as equivalent accounts. Triangulation was used to assess the consistency of the findings and to provide a sense of their contextual meaning.

Research Procedure

The research process comprised preparation, data collection, and data analysis and reporting. The preparation stage involved establishing the research focus, selecting

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the research setting and informants, preparing the interview guide and observation focus, and coordinating research access with the relevant authorities. The data collection stage involved conducting interviews, carrying out observations of relevant curriculum-related activities, and examining available documents. The analysis and reporting stage involved organizing the data, coding and categorizing relevant information, comparing themes across available sources, examining the consistency of findings, and preparing the research report. Participation in the study was voluntary. Participants were informed about the purpose of the research, the data collection procedures, and the intended use of the information. Informed consent was obtained before participation, and participants were informed of their right to decline to answer questions or withdraw without negative consequences. Identifying information was treated confidentially in the research report. The manuscript should identify the institution or authority that granted research permission, if applicable, and describe any additional consent or safeguarding procedures used for participants who were minors.

RESULTS AND DISCUSSION

The findings show that stakeholder involvement in the development of the school curriculum in Probolinggo City includes stakeholder roles, participation in curriculum related activities, contribution to curriculum relevance and the factors which influence collaboration. The findings are grouped into five themes: stakeholder roles and responsibilities, participation at various stages of the curriculum development process, contribution to the contextualisation of the curriculum, the factors which support and inhibit collaboration and the implications for curriculum coordination and evaluation. It is clear that curriculum development is not simply the responsibility of school leadership in an administrative sense but is a process of collaboration which involves staff, students, parents, government representatives and the wider community. The extent to which this collaboration will actually contribute to the development of the curriculum is however contingent upon the quality of communication, the allocation of responsibilities, the availability of resources and the extent to which meaningful participation is possible.

Stakeholder Roles and Responsibilities in Curriculum Development

The study identifies a number of stakeholder groups involved in the development of the curriculum, each of whom brings a different form of knowledge and input. The school principal is in a position of central coordination, providing the direction, enabling communication, encouraging input from the various stakeholders and managing the curriculum work. The principal's role is to link the school's own aims with the input of the teachers and others. The findings suggest that leadership which is open to input from a range of stakeholders will lead to a more coordinated curriculum development process. Teachers bring pedagogical and classroom knowledge. Their role is to identify students' needs, prepare the teaching materials, choose the appropriate teaching strategies, carry out the teaching activities and assess the learning outcomes. Having direct experience of the students they teach they are in a position to identify aspects of the curriculum content and of the teaching practice which may need to be modified. Teacher involvement therefore provides a link between curriculum development and the realities of classroom teaching.

Students, parents and school committee members all provide a perspective which supplements that of the school administrators and teachers. The students give us information about their own learning experiences, their interests, their difficulties and their educational needs. The parents give us information about the student's circumstances and development outside of school and the school committee provides the link between the school's programs and the expectations of the community. All

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of this adds to the pool of information available to us when making curriculum decisions.

Local authorities contribute through policy input, support with education, teacher development and the provision or facilitation of resources. They are the link between what happens in the school and the wider policy priorities. Community representatives contribute knowledge of local social, cultural, and environmental conditions, whereas business and industry representatives can provide perspectives concerning practical competencies and changing workplace requirements.

Table 1. Stakeholder Roles and Contributions to School Curriculum Development in Probolinggo City

Stakeholder	Principal role	Contribution to curriculum development
School principal	Direction and coordination	Aligns curriculum activities with school objectives and facilitates stakeholder input
Teachers	Pedagogical and classroom expertise	Identify student needs, develop learning materials, implement instruction, and evaluate learning
Students	Source of learning-related feedback	Communicate learning experiences, difficulties, interests, and needs
School committee	School–community liaison	Connects school programs with community expectations and provides recommendations
Parents	Source of information about students beyond school	Contribute perspectives on students' circumstances and development
Local government or education authority	Policy guidance and institutional support	Supports curriculum implementation through guidance, development opportunities, and resources
Community	Provider of local contextual knowledge	Contributes social, cultural, and environmental perspectives
Business and industry	Source of practical and occupational perspectives	Provides information about competencies and developments in the world of work

Source: Research data, 2026

Table 1 sets out the distinct contributions of the various stakeholder groups. The result is that their roles are complementary rather than substitutable. School leaders provide the organisational direction, teachers bring the pedagogical expertise and external stakeholders provide the wider contextual and practical information. The value of their involvement is in the way their contributions can feed into curriculum decisions.

Stakeholder Participation Across Curriculum Development Stages

Stakeholder involvement is at every stage of the curriculum process i.e. planning, development, implementation and evaluation. In the planning and development phases school leadership will be responsible for coordinating the curriculum related activities and will provide opportunities for teachers and other stakeholders to contribute information and recommendations. Teachers will be involved in the identification of student needs, in the preparation of the teaching materials and in the selection of appropriate learning strategies for the classroom context.

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During implementation teachers will be translating the curriculum plans into learning activities and assessing the appropriateness of the content and approach for the students. Their classroom experience is a source of information as to whether the curriculum content and the teaching strategies are in line with the needs of the students. Student feedback is also potentially a source of information which can be used to identify learning difficulties and to adjust the learning activities accordingly.

Parents and school committees get involved via communication with the school, attending meetings and making recommendations on the range of programmes that the school can offer. This enables the school to take into account views which may not be available from the school environment alone. The involvement of local government helps to ensure that the school is in line with relevant policy and can also provide access to institutional support. Evaluation is a chance to look at the implementation of school programmes, student learning data, the state of the resources and the views of the various stakeholders. The manuscript presents the evaluation findings as a basis for future curriculum development. The results that are available are largely descriptive of the activities and do not contain the detail required to show what specific curriculum changes have been made or what impact these have had on student achievement. Accordingly, the findings demonstrate the reported scope of stakeholder involvement rather than establishing a quantified effect on educational outcomes.

Contributions to Curriculum Relevance and Local Contextualization

Another theme is about the relationship between stakeholder involvement and the contextual relevance of the curriculum. The findings describe attempts to link curriculum content to the social, cultural, environmental and community characteristics of Probolinggo City. The local context is presented as a potential learning context in which students can relate what they are learning in the classroom to their own lived experience.

Community involvement is obviously of relevance in this regard as community members may be able to contribute their knowledge of the local context and of what is expected. This knowledge can assist schools in identifying contextual issues which may then be incorporated into the learning activities. The teachers can then go on to consider how this local knowledge and perspective relates to the resources and materials, the activities in the classroom and the actual learning needs of the students. Parents and students each bring their own perspective. Parents can provide information about the student outside of school, students can provide information about their experience of learning in the classroom. These are useful inputs to the school when considering whether or not a curriculum activity is appropriate and responsive to the student. Business and industry can provide input on the practical skills required and on the evolving nature of the workplace. The findings suggest that this input has a potential role in linking school learning to the wider social and economic context. There is no evidence of specific curriculum units, learning resources or actual curriculum changes as a result of this input though. The evidence confirms the value of contextualisation but doesn't demonstrate the extent to which actual recommendations from stakeholders have been implemented in the formal curriculum.

Supporting and Inhibiting Factors

The key findings are that leadership, communication, co-operation, institutional support and evaluation are all key conditions which will influence the extent of stakeholder involvement. Open leadership provides an opportunity for stakeholders to be involved in the process. Regular communication and co-operation are key to co-ordinating curriculum related activities. Support from government and other institutions will be an important factor in the provision of resources and

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opportunities for development. Evaluation and follow-up are also identified as enabling conditions as they provide the opportunity to review the implementation of the programme.

At the same time stakeholder involvement is subject to a number of constraints. These are centralised decision making, inconsistent communication, lack of time, uneven levels of participation, resource constraints and differing levels of understanding of what curriculum development is. These can all have the effect of restricting the range of perspectives that are brought to bear on the curriculum and limiting the opportunities for genuine engagement.

Table 2. Supporting and Inhibiting Factors in Stakeholder Involvement

Aspect	Supporting factors	Inhibiting factors
Leadership	Openness to stakeholder input	Overly centralized decision-making
Communication	Regular meetings and communication	Inconsistent communication
Participation	Willingness of teachers, parents, and committees to participate	Time constraints and unequal participation
Resources	Support for facilities, teaching personnel, and educational policies	Limited facilities and resources
Collaboration	Cooperation among schools, families, government, and the community	Differences in interests and curriculum understanding
Evaluation	Evaluation and follow-up of school programs	Evaluation and follow-up that are not conducted consistently

Source: Research data, 2026

Table 2 shows that the conditions which support participation are very much the same as the constraints which inhibit it. Communication is a case in point. It enables coordination when it is maintained on a regular basis, but becomes a constraint when the flow of information is inconsistent. The presence of stakeholders is another case in point in that it doesn't necessarily lead to balanced participation as the differing levels of time available and opportunity to participate will inevitably affect who is heard. These findings point to collaboration involving both participation and coordination. Schools need to provide opportunities for input and also ensure that that input can be taken into account in relation to curriculum decisions. The identified constraints are that collaboration is likely to be constrained when responsibilities are not clear, when there are insufficient resources or when participation is restricted to a very small number of stakeholders.

Integrated Pattern of Stakeholder Involvement

The findings can be brought together into an overarching pattern in which the roles of the various stakeholders, the nature of the collaborative processes and the context in which they occur all interact in the course of curriculum development. School leadership and teachers provide the internal coordination and pedagogical knowledge, with students, parents, committees, government people, community members and business/industry representatives all adding their own perspectives. Communication and collaboration are the means by which these various inputs are brought together with curriculum planning, implementation and evaluation.

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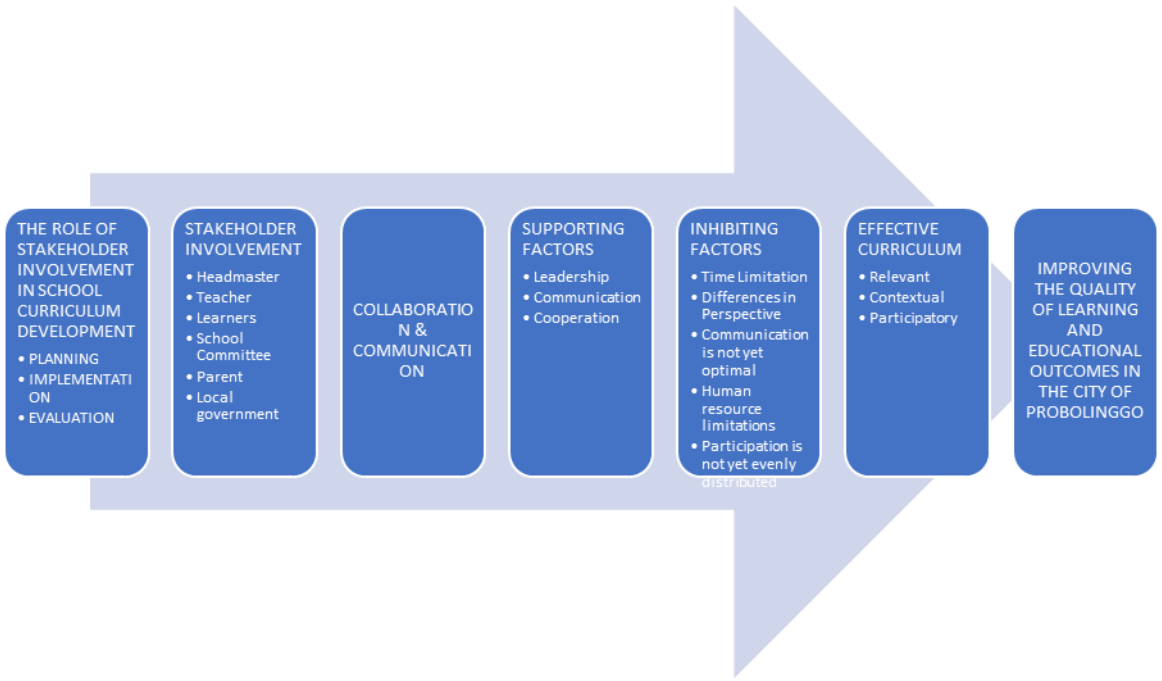


Figure 1. Integrated Pattern of Stakeholder Involvement in School Curriculum Development in Probolinggo City

Source: Synthesized from Research data (2026)

Figure 1 shows the relationships between the main themes. Stakeholder input provides the information and perspectives that inform curriculum activity. Communication and coordination determine to what extent that input can be taken into account. Supporting conditions can enable collaboration, whilst inhibiting conditions can limit the extent and duration of participation. It is a synthesis of the findings as reported rather than a statistically tested causal model.

The overall findings suggest that stakeholder involvement in Probolinggo is marked by distinct stakeholder roles, participation at all stages of the curriculum development process, an effort to embed the local context and practical difficulties associated with collaboration. The key implication is that there is a need to coordinate stakeholder input and to ensure that there are ongoing opportunities for genuine participation. Although the study describes how collaboration may support curriculum relevance and responsiveness, the available evidence does not quantify its effect on student achievement or establish a causal relationship between stakeholder involvement and curriculum effectiveness.

Stakeholder Collaboration, Curriculum Relevance, and Institutional Challenges

The evidence suggests that stakeholder involvement in the development of the school curriculum in Probolinggo is best viewed as a process of collaboration, driven by professional obligations, the nature of institutional relationships and the imperative to link curriculum with the realities of the local context. The involvement of principals, teachers, students, parents, school committees, education authorities and the wider community is a clear reflection of the multi-faceted nature of curriculum development. The key issue is not simply that there is involvement of a range of stakeholders, but rather how that involvement is actually manifested in the decision making process. To what extent are the various stakeholders' contributions heard, taken into account and incorporated into the curriculum decisions? This is precisely the view that is emerging from current curriculum research which posits that curriculum development is a process of negotiation between various actors

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rather than simply the application of formal policy (Lowell et al., 2024; Doan et al., 2025).

The findings on the principal's role in coordination and the teachers' pedagogical input point to the significance of leadership and professional agency. Principals can create the conditions for collaboration by promoting discussion, enabling communication and linking school level priorities to the wider institutional policies. Teachers bring their own knowledge of the classroom, of what students are actually doing, of the learning that is taking place, of the pedagogy and of the assessment. This again points to the importance of coordination between leadership and professional expertise in order to achieve effective curriculum development. Lowell et al (2024) similarly show that curriculum implementation is about organisational sensemaking, collaboration and leadership that is sensitive to the disciplinary and professional context. The present findings build on this by indicating that coordination is required across a wider group of school and community stakeholders. The evidence does not suggest that any one particular style of leadership leads to better curriculum outcomes. It does suggest that leadership and teacher involvement are key organisational conditions for collaborative curriculum work.

Stakeholder involvement throughout the planning, development, implementation and evaluation phases also points to the fact that curriculum development should not be viewed as a stand-alone planning exercise. Different stakeholders will have different forms of knowledge to contribute at different stages and so continuity of involvement is key. Teachers will have an insight into the instructional needs of the school, parents will have an understanding of the learning experiences of their children and community representatives will have access to a range of contextual knowledge that the school alone cannot acquire from its formal curriculum documents. Doan et al (2025) in their study of stakeholder engagement in Vietnam's general education curriculum development also found that stakeholder involvement was used as a means of identifying needs and in the actual development of curriculum content. The comparison again suggests the same principle, that curriculum decisions will be more contextually appropriate if the knowledge of the relevant groups is taken into account during the development process rather than simply after implementation. The Probolinggo study does not provide enough evidence to establish that all stakeholders were involved at all stages or that any particular recommendations were adopted. The findings can therefore be seen as identifying a pattern of involvement rather than a fully institutionalised model of collaboration.

A key caveat is the distinction between consultation and genuine participation. Students and parents are acknowledged as curriculum stakeholders, but their presence in the process doesn't necessarily equate to any real influence. Geurts et al. (2024) identify a range of forms of student involvement in teaching and learning (advisory, planning, research, reflective) and point to the importance of how participation is structured. More recently de Carvalho et al. (2026) have found that students are often positioned as the ones who will evaluate the curriculum reform rather than as active participants in the development of it. These studies help to explain why student involvement in Probolinggo should not be viewed simply in terms of formal inclusion. Student views can be of value in terms of curriculum relevance, learning access and the classroom experience itself. The degree to which students actually have influence will depend on whether or not the schools provide opportunities for them to express their views and for those views to actually have an impact on the decisions being made. The study recognises student participation as part of the stakeholder structure but does not establish the extent to which students actually had a hand in the decision making. This distinction is important for avoiding an overly optimistic interpretation of participatory curriculum development.

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The involvement of parents, school committees and community representatives all point to the fact that curriculum relevance is in part a function of the relationship between the school and the wider social environment. The community can help schools to become aware of the local culture, the local environment and the practical skills that are relevant to the local context. This is consistent with the research on local content curricula in Indonesia. Anwar and Sukirman (2024) found that local content curricula can contribute to students' cultural awareness and identity, though they also noted the difficulties that can arise in terms of the local curriculum being in conflict with the national curriculum and the national exams. Fathurrochman et al. (2026) looked at the incorporation of local wisdom in Indonesian elementary schools and found that leadership, curriculum planning, teacher capacity and community involvement were all key. Khusyairin et al. (2024) also point to a growing body of research into the incorporation of local wisdom into school learning. All of this reinforces the view that contextual relevance is not simply a matter of adding some local content to the curriculum; it is a matter of the organisation being able to make use of local knowledge in the development of the curriculum.

The Probolinggo findings should not be read as evidence that stakeholder involvement has in fact led to any specific improvements in curriculum quality or student outcomes. The study does point to the perceived value of the local context and the potential contributions of various stakeholder groups. It doesn't however point to any specific curriculum units that have been developed as a result of stakeholder input or to any evaluation of the impact of such units on student learning. This is a key difference from a research design which would actually go on to look at student outcomes. Anwar and Sukirman (2024) for example used a mixed methods design to look at cultural awareness and identity. Fathurrochman et al (2026) combined qualitative inquiry with student level data. Their work illustrates how future research could move from simply identifying patterns of participation to actually assessing whether and in what circumstances stakeholder informed curriculum decisions do lead to improvements. The contribution of the Probolinggo study is therefore primarily explanatory and contextual: it identifies the relationships and organizational conditions that may support locally responsive curriculum development.

The range of enabling and constraining factors identified in this study supports the view that collaboration is a function of the institutional context rather than simply a matter of goodwill. There are a number of things which can facilitate collaboration (open leadership, communication, cooperation, institutional support, follow up) and a number of things which can inhibit it (centralised decision making, poor communication, lack of time, unequal participation, lack of resources, differences in expectations). The upshot is that participation is a matter of organisation. If consultation is sporadic and there is no feedback to stakeholders as to the impact of their contribution then participation will be purely symbolic. This is of particular relevance in the area of curriculum where the demands of the school, the requirements of the national curriculum and the expectations of the community all come into play. Anwar and Sukirman (2024) provide a good example of the tension between locally responsive learning and the requirements of standardised assessment. Fathurrochman et al (2026) identify time, teacher capacity and community collaboration as relevant factors in the implementation of the curriculum. The parallels across these studies suggest that curriculum contextualisation is contingent upon the way in which stakeholder engagement is organised in the light of the practical and policy realities of the school.

Theoretically the study provides a contextualised account of stakeholder involvement by bringing together role differentiation, participation across the curriculum stages,

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local contextualisation and institutional constraints. Rather than seeing participation as a single thing it suggests it is in fact a number of interrelated dimensions: who participates, what knowledge the various stakeholders bring to the table, when participation takes place and what the institutional constraints are which will determine whether participation can be maintained. It provides a useful basis on which to build an analysis of curriculum development as a negotiated process. It is not a study which validates a single model of participation but one which identifies the relationships that could be the subject of further comparative work. It also makes a clear analytical distinction between stakeholder representation and stakeholder influence, particularly with regard to students and community members whose participation may be less formal than that of the school leader and teacher.

In practice schools could go a long way to improving their curriculum development by putting in place regular consultation processes, defining clearly the roles of the various stakeholders and keeping a record of how feedback is used in making decisions. Rather than just have the odd consultation at various points in the cycle, principals and curriculum co-ordinators could plan and run consultations at each stage. Teachers could be in a position to communicate their learning needs and the problems they experience in implementing the curriculum in a way that is accessible to all. Parents, students, school committees and the wider community could be invited to contribute through a range of consultation mechanisms including formal discussion sessions and feedback forms. Schools should keep a record of the suggestions received, the decisions taken and the reasons for accepting or rejecting any particular suggestion. This would go a long way to ensuring greater transparency and accountability in the process of participation. Education authorities could provide support in the form of professional development, facilitation support and resources to enable effective collaboration. These recommendations are implications derived from the findings, not interventions whose effectiveness has been tested by the present study.

The novelty of the study is in its contextual exploration of stakeholder involvement in the curriculum development process in Probolinggo. It looks at the interplay between the roles of stakeholders, the various stages of the curriculum, the degree of local relevance and the barriers to collaboration. It builds on the wider body of work on student participation and local content curriculum (Geurts et al., 2024; Anwar & Sukirman, 2024; de Carvalho et al., 2026) by examining how these elements are related in a particular school context. The contribution of the study must be viewed as being specific to the context of this study and not as evidence that the pattern observed can be generalised to all schools in Indonesia. The qualitative descriptive design provides us with an understanding of the nature of the participation and of the perceived institutional context, but it does not allow us to establish any causal links between the level of stakeholder involvement and student outcomes.

There are a number of caveats to be aware of. The study was with a purposively selected group of nine informants so the findings cannot be generalised to all stakeholders or all schools in Probolinggo city. The results available to us do not contain the full interview transcripts and do not provide a systematic account of how individual recommendations were taken or not taken. There is no data on student achievement, engagement or any of the other outcomes prior to and following stakeholder involvement. The findings are likely to be very much shaped by the particular institutional arrangements in place in the local context and so would need to be treated with caution if being transferred to other contexts. Future work would benefit from a comparative study of schools with different governance arrangements and differing levels of stakeholder involvement. It would be useful to know exactly

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how individual recommendations were adopted or rejected. A more systematic set of interview data, observations and curriculum documents would be helpful. Longitudinal or mixed methods research could also be used to look at the links between the quality of participation, the quality of curriculum implementation, cultural relevance and student outcomes. This would allow us not just to determine whether stakeholders are involved but to determine what forms of involvement are most meaningful, most equitable and most educationally productive.

CONCLUSION

From the research findings and discussion on the role of stakeholder involvement in the development of an effective school curriculum in Probolinggo, it is clear that stakeholder involvement is key to the quality and effectiveness of curriculum development. It is not just a matter of involvement at the curriculum development stage, it extends to all phases of the process including planning, implementation, evaluation and ongoing curriculum improvement. The principal has a role in facilitating and guiding the collaboration of the various stakeholders. Teachers are responsible for the development and implementation of the curriculum in line with the needs and characteristics of the students. Students, parents and the school committee all provide input in terms of student learning needs and expectations. The local government has a role to play through policy, guidance, facilitation and support for the implementation of education. The involvement of all these parties is indicative of a shared responsibility for curriculum development.

Stakeholder engagement also leads to a more relevant, contextual, participatory and adaptive curriculum. Input from all the stakeholders enables the school to tailor the curriculum to student needs, to community development and to the characteristics of the environment in Probolinggo City. The curriculum is therefore not just an administrative document but an instrument for creating meaningful learning that is relevant to the students. There are of course a number of impediments to the implementation of stakeholder engagement including lack of time, differing viewpoints, poor communication, lack of resources and unequal levels of participation by the various stakeholders. To achieve optimal levels of engagement there needs to be more open and ongoing communication, clearer delineation of roles and greater capacity building of the schools and the stakeholders. The better the level of involvement and collaboration of the various stakeholders, the greater the potential for an effective school curriculum. Ongoing strengthening of the partnerships between schools, teachers, students, parents, school committees, local government, the community and all other relevant parties is required. This collaboration is expected to support the creation of a curriculum that meets students' needs while contributing to improving the quality of education in Probolinggo City.

DECLARATION OF AI USE IN THE WRITING PROCESS

Authors should disclose how generative AI and AI-assisted technologies were used in preparing their manuscripts, including the purpose of their use. Authors remain responsible for the accuracy, originality, and integrity of all content, ensuring that the manuscript reflects their own scholarly judgment and conclusions.

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