Technology Integration in Curriculum Management: Digital Literacy Strategy in Basic Education in Indonesia

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ABSTRACT

The importance of adaptation in the digital age is driving educational institutions to integrate technology for the relevance of the learning process. This directly affects curriculum management, where technology improves efficiency and quality. However, its implementation in Indonesia is still constrained by access gaps and low digital literacy of teachers and students. A holistic strategy that includes continuous training and multi-stakeholder collaboration is needed to optimize the potential of technology integration, improve education quality and prepare learners for global challenges.

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1. INTRODUCTION

The development of digital technology has had a major impact on various sectors, especially education. The existence of digital transformation requires educational institutions to adapt quickly so that the learning process remains relevant and effective in the modern era. One important aspect that has received attention is curriculum management, where technology can be used to improve management efficiency and learning quality(Muh Ibnu Sholeh, Nur Efendi, 2023). In Indonesia itself, the integration of technology in curriculum management in basic education has become a major focus, along with the government's efforts to improve the quality of education through digital transformation. The use of technologies such as Learning Management System (LMS) and digital learning applications allows the learning process to be more interactive and efficient, and simplifies the management of curriculum administration. However, there are still significant obstacles, such as the gap in access to technology between urban and rural areas, and the low level of digital literacy among teachers and students. The digital literacy strategy implemented focuses on improving teachers' competencies through continuous training and implementing project-based learning methods that utilize technology (Hesti, et,al, 2024). Collaboration between the government, schools and the private sector is also a key factor in providing adequate infrastructure and resources. With a holistic approach and continuous evaluation, the integration of technology in curriculum management is expected to improve the quality of basic education and mold Indonesia's young generation to face future global challenges(Romlah, et,al, 2024).

Meanwhile, the integration of technology in the curriculum not only increases learning effectiveness, but also allows the application of strategies on digital literacy that are more adaptive and personalized for students. According to the results of a study from Reni, which shows that the role of teachers is crucial in integrating

technology in the Merdeka Curriculum, although there are still obstacles such as limited access to devices and lack of technology training, especially in primary school institutions located in remote areas (Reni, et,al, 2025). In addition, according to Loso Judijanto and Rosdiana Mata highlight how technology enables more flexible, interactive and data-driven learning, so that teachers can provide timely feedback and more effective teaching strategies(Judijanto, Mata, 2025). However, challenges such as digital distraction and technology dependency must be addressed with a balance between traditional and digital methods. On the other hand, international eyes have fully supported the importance of teacher training as a major factor in the success of technology integration in basic education. In addition, coding and artificial intelligence (AI) learning innovations are starting to be integrated in Indonesia's basic curriculum as digital literacy strategies that prepare students for the global era with critical and creative thinking competencies. Collaboration between the government, schools and the private sector is key in providing sustainable infrastructure and training so that technology can be optimized equally throughout Indonesia (Rizki Ananda, et,al, 2025).

In this regard, it has been confirmed that the development of digital technology has become an important factor in the transformation of the education system, particularly in curriculum management at the basic education level. The use of technology allows for more efficient curriculum management and more active learning, according to the needs of the students. However, there are still various obstacles such as limited access to devices and infrastructure and low digital literacy among teachers that affect the effectiveness of technology integration. Therefore, the development of a comprehensive digital literacy strategy is needed to improve teacher and student competencies while encouraging innovation in the learning process. In addition, collaboration between the government, schools and other stakeholders is key in providing adequate technology training and facilities. This approach is expected to create an educational environment that is inclusive and innovative to the changing times. Thus, the integration of technology in curriculum management not only advances the quality of basic education, but prepares learners for future global challenges.

The integration of technology in basic education curriculum management is believed to improve the quality of learning through strong evidence from official sources. First, technology enables adaptive personalization of learning, where artificial intelligence (AI)-based systems can adjust materials and methods to suit students' needs and learning styles, so that learning potential can be optimized(Judijanto, Mansur, 2025). Second, digital technologies such as online learning platforms and interactive media are improving student engagement and expanding access to education, especially in remote areas, although there are still infrastructure challenges to overcome (Reni, et,al, 2025). Third, the role of teachers as technology facilitators is crucial, where continuous training and improvement of teachers' digital competencies are determining factors for the success of technology integration in the curriculum(Handoyo, et,al, 2025). With the support of national policies and the collaboration of several institutions, technology integration not only improves the effectiveness of curriculum management, but also strengthens digital literacy strategies that are essential to prepare learners for global challenges in the digital era.

2. LITERATURE REVIEW
a. Technology integration

Technology integration in basic education curriculum management is a strategic concept that combines the use of digital technology to improve the effectiveness of curriculum management while strengthening the digital literacy of students and teachers. This conceptualization places technology as the main tool in supporting adaptive, interactive and contextual learning processes according to 21st century needs. A holistic approach involving teacher capacity building, technology infrastructure strengthening, and digital learning content development is an important foundation in realizing this integration(Rukhmana, 2021).

In addition, digital literacy strategies are an integral part of the concept of technology integration in curriculum management. Digital literacy here includes students' ability to access, understand and utilize digital technology and information critically and responsibly. Strengthening digital literacy through technology-based learning in primary schools has been shown to improve students' digital skills and their readiness to face global challenges in the digital era. Therefore, this concept demands a synergy between the development of teacher competencies, the provision of adequate technological facilities and the implementation of innovative learning methods that support active student participation. Technology integration supported by effective digital literacy strategies will create an inclusive, adaptive and sustainable education ecosystem at the Indonesian basic education level(Solih, Julianto, 2025).

Technology integration in curriculum management in basic education can be categorized based on the level of utilization and characteristics of the learning environment that supports the digital learning process. Based on the Technology Integration Matrix (TIM) framework, technology integration is divided into five levels, namely Entry, Adoption, Adaptation, Infusion, and Transformation. At the Entry level, teachers use technology in a limited way to deliver materials, while at the Transformation level,

students actively select and use technology to complete tasks independently and collaboratively, reflecting authentic and goal-oriented learning. In addition, the technologies integrated can be print, audiovisual, computer-based, to digital platforms that combine various interactive learning media. This categorization is important as a conceptual foundation in developing digital literacy strategies that are appropriate to the context of basic education in Indonesia, given that there is still a gap in teachers' digital access and competence which is a major challenge (A.Ulfah Tenripada, et,al, 2025).

b. Curriculum management

Curriculum management is a systematic process of planning, organizing, implementing and evaluating to achieve educational goals effectively and efficiently. In the context of basic education in Indonesia, curriculum management plays an important role in ensuring that learning materials, teaching methods and assessments can be adapted to the needs of learners and the times. The integration of technology in curriculum management adds a new dimension that allows curriculum management to be more dynamic and responsive to change, especially in the face of the digital era. Technology not only facilitates administration and communication processes, but also opens up opportunities to develop more interactive and personalized learning through digital media and online learning platforms. This is in line with the social fact that many primary schools in Indonesia are starting to adopt technology as part of their digital literacy strategy, although they still face challenges such as limited access and teacher competencies (Hesti, et,al, 2024).

On the other hand, technology-integrated curriculum management requires teacher professional development and strong policy support from education stakeholders. The use of technology in the curriculum must be supported by continuous training so that teachers are able to optimize digital tools in the teaching and learning process and manage the curriculum effectively. In addition, continuous investment in technology infrastructure, especially in underserved areas, is an important factor to bridge the digital divide (Fidya Arie P., et,al, 2022).

Curriculum management in this context, there are three main relevant typologies namely: competency-based curriculum management, project-based curriculum management, and information and communication technology (ICT)-based curriculum management. Competency-based curriculum management emphasizes the development of skills and abilities that match the needs of the 21st century, while project-based models encourage active and authentic learning that involves students directly in the learning process. Meanwhile, ICT-based curriculum management focuses on utilizing digital technology as the main tool in curriculum planning, implementation and evaluation to improve the effectiveness and relevance of learning (R. Nuhayati, et,al, 2025).

c. Digital literacy

Digital literacy in the context of Indonesian basic education is an essential competency framework that includes a critical understanding of technology, the ability to navigate digital information, and the application of ethics and cybersecurity in learning. This concept is not limited to technical mastery of devices, but includes the development of 21st century skills such as critical thinking, creativity and collaboration through digital platforms(Solih & Julianto, 2025). In curriculum management, digital literacy is integrated as a transformative approach that enables personalization of learning through adaptive applications, collaborative technology-based projects and data-driven evaluation. Its implementation demands the reconstruction of the conventional curriculum into a dynamic framework that includes digital ethics, online safety and information literacy components as an integral part of the student learning experience(Devi Widiyantti, et,al, 2024).

Digital literacy strategies in curriculum management require a holistic approach involving three main pillars: teacher professional development, contextual digital content design and supporting infrastructure. Continuous training for teachers is key to building competence in designing technology-based learning while overcoming resistance to change. On the other hand, integration of platforms such as Learning Management System (LMS) and interactive applications facilitate more efficient curriculum management and authentic project-based learning. The challenge of disparities in infrastructure and technology access between regions requires multi-stakeholder collaboration between the government, schools and the private sector to create an inclusive digital ecosystem(Turnip, 2023).

Based on the digital literacy module from the Ministry of Education and Culture, digital literacy in elementary schools includes the ability to access, evaluate, and use digital information effectively and responsibly, which has shifted from conventional literacy based on print media to electronic media such as computers, smartphones, and online learning applications(Naila, et,al, 2021). In addition, the study of different primary schools showed variations in the implementation of digital literacy, ranging from the use of technology as a simple learning tool to the implementation of complex and collaborative digital project-based learning. This category is important for understanding how digital literacy strategies can

be adapted to existing social and literacy conditions, especially given the challenges of gaps in technology access and teachers' digital competencies in different parts of Indonesia(Zuhri, et,al, 2024).

3. METHODS

The research method used in this study is a literature study with a focus on analyzing various relevant written sources regarding technology integration in curriculum management and digital literacy strategies in basic education in Indonesia. The literature study was chosen because it is effective in collecting data from books, journals, scientific articles, research reports and policy documents that discuss aspects of curriculum management, digital literacy and educational technology implementation. This approach allows researchers to identify trends, challenges and solutions that have been proposed in the current literature while providing a strong theoretical foundation for understanding ongoing social and educational phenomen

The data sources in this research consist of primary data and secondary data. Primary data is taken from the book "Digital Literacy in Education: Integration and Innovation"(Ganjar Winata M., et,al, 2024), Secondary data was obtained from journals, scientific articles and other relevant research reports to enrich the analysis, compare findings and strengthen arguments from primary sources. Secondary data were obtained from journals, scientific articles and other relevant research reports to enrich the analysis, compare findings and strengthen arguments from primary sources. The research instrument was a literature review sheet with key indicators such as the concept of digital literacy, technology integration strategies, teachers' roles, challenges, opportunities and digital literacy evaluation models, which helped the process of systematically selecting, identifying and analyzing data.

The research procedure began with identifying and selecting relevant literature sources, followed by reviewing and categorizing data based on key indicators. Data analysis was conducted through content analysis techniques by reading deeply into each source, noting important quotes, and comparing data between sources to find patterns, relationships and implications of technology integration in basic education curriculum management. The results of the analysis were summarized to answer the formulation of the problem and research objectives, and were compiled into conclusions and recommendations relevant to the development of digital literacy strategies in Indonesian primary education. This procedure ensures the research is systematic, structured and produces a comprehensive synthesis of knowledge.

4. RESULTS AND DISCUSSION

a. Technology integration in basic education curriculum management in Indonesia

Technology integration in basic education curriculum management in Indonesia is now an urgent need along with the rapid development of the digital era and globalization. The book "Digital Literacy in Education: Integration and Innovation" emphasizes that digital literacy not only demands technical skills in the use of digital devices, but also includes critical understanding, digital ethics, and the ability to communicate and collaborate effectively in digital environments. A curriculum that systematically integrates digital literacy will equip learners with 21st-century competencies, such as critical thinking, creativity, collaboration and communication, which are essential for facing global challenges and dynamic social change. Therefore, curriculum renewal that is responsive to technological developments is a strategic step that must be taken by basic education institutions so that the learning process remains relevant and able to answer the needs of the times (Ganjar Winata M., et,al, 2024).

The digital literacy implementation strategy in basic education places teachers as key actors who act as learning facilitators and innovators. Teachers are required to continuously improve their digital competencies through continuous training and mentoring in order to be able to design digital-based learning that is relevant, contextual and adaptive to student needs. The development of digital teaching materials that match the characteristics of students, the creation of a digital literacy culture in the school environment, and the active involvement of parents and communities are important factors that support the success of this technology integration. In addition, evaluation and development of an adaptive and sustainable digital literacy model is needed so that the learning process remains dynamic and relevant to technological developments and community needs(Judijanto, Mansur, 2025).

However, the process of integrating technology into the basic education curriculum in Indonesia still faces real challenges. Limited digital infrastructure, disparities in access to technology between regions, and resistance to change among educators are the main obstacles that must be overcome. Not all schools have adequate device facilities, and not all teachers have sufficient digital competencies to manage technology-based learning. In addition, differences in digital literacy levels between regions widen the gap in education quality. However, there are great opportunities with the support of government policies, technological advances that are increasingly affordable, and increasing public and stakeholder awareness of the importance of digital (Judijanto & Mansur, 2025).

For technology integration in curriculum management to be truly effective, it requires synergy and collaboration between various parties, starting from the government and stakeholders. Therefore, the government needs to strengthen its policies to support infrastructure development and teacher training, while schools and teachers need to be proactive in adopting digital learning innovations. The involvement of parents and communities is also very important to create a conducive learning environment and support the strengthening of digital literacy from an early age. With the right strategy, solid collaboration, and shared commitment, the integration of technology in basic education curriculum management in Indonesia is believed to strengthen digital literacy, improve learning quality, and prepare a resilient and competitive young generation in the global digital era (Rena Sulistiyowati, et,al, 2023).

b. Teachers' role in integrating technology in curriculum management Curriculum

Teachers play a strategic role in integrating technology in curriculum management in basic education, especially in the implementation of Merdeka Curriculum, which provides greater flexibility and autonomy to teachers in determining learning approaches. Teachers not only function as material providers, but also as initiators, facilitators, and motivators who are able to utilize digital devices and online learning applications to create a learning process that is more interactive, dynamic, and relevant to the needs and characteristics of today's students. Through technology integration, teachers can present material visually, save time, and provide space for student-centered learning and allow differentiation according to the speed and learning style of each learner. The Merdeka Curriculum itself supports this approach by giving teachers the freedom to choose and adapt technology-based learning strategies that best suit classroom conditions (Reni, et,al, 2025).

Technology also greatly assists teachers in the assessment process, both formative and summative. By utilizing digital platforms, teachers can evaluate student progress regularly, provide immediate feedback, and monitor student competency achievement in a more detailed and timely manner. In addition, project-based assessments and simulations supported by technology allow teachers to conduct more varied assessments, not only relying on written tests, but also assessing students' critical thinking skills, creativity, collaboration, and problem solving abilities. This is very important to equip students with 21st century competencies needed in the digital era (Akbar Iskandar, et,al, 2023). However, the process of technology integration in primary schools still faces quite complex challenges, especially related to limited infrastructure, inadequate number of digital devices, the stability of internet networks that are often problematic, and the lack of systematic technology training for teachers, especially senior teachers who tend to experience resistance to change.

Research shows that the successful integration of technology in curriculum management is highly dependent on the support of adequate facilities and ongoing training programs for teachers. Without structured training and continuous capacity building, teachers will find it difficult to adapt to technological changes and optimize the use of digital devices in learning. Therefore, the strategic steps that need to be taken are to strengthen technology infrastructure in schools, provide adequate digital devices, and conduct intensive training and mentoring for all teachers, without exception. Collaboration between the government, schools and the private sector is also needed to ensure that all components of basic education are ready to face the challenges and take advantage of the opportunities offered by technology integration(Muh Ibnu Sholeh, Nur Efendi, 2023).

Therefore, the integration of technology in basic education curriculum management not only demands individual teacher readiness, but also requires systemic support from the entire education ecosystem. Efforts to increase teacher capacity, strengthen infrastructure, and establish a culture of innovation in the school environment will be the key to the success of the transformation of basic education in Indonesia. If all of these challenges can be overcome gradually and sustainably, then the integration of technology in the curriculum will be able to improve the quality of learning, strengthen digital literacy, and prepare Indonesia's young generation to be able to compete in the digital global era (Listiyani Siti R., et,al, 2024).

c. Digital Literacy in Basic Education

Technology-based curriculum management in basic education requires structured planning, implementation and evaluation that is responsive to the development of digital technology. In the planning stage, principals and teachers jointly design a curriculum that integrates the use of technology, starting from the preparation of digital-based lesson plans (RPP), selection of online learning media, to determining the digital literacy indicators that students want to achieve (Nugraha, D, 2022). This planning not only considers the technical aspects of using the device, but also ensures that learning objectives, assessment models, and curriculum content are aligned with the needs of the 21st century and the development of the digital industry (Arima, M., et,al, 2022).

In the implementation stage, teachers have a role as facilitators who actively use various digital media to deliver materials, conduct assessments, and monitor student progress in real-time. The use of

technology such as Learning Management System (LMS), interactive learning applications, and online platforms allows learning to be more flexible, adaptive, and contextual. Teachers are also encouraged to develop relevant digital content, integrate project-based learning, and utilize student learning outcome data for continuous adjustment of learning strategies. Effective classroom management through technology also strengthens student participation and collaboration in the learning process (Dewi, D. A., et,al, 2021).

Evaluation in technology-based curriculum management is done reflectively and continuously, both through digital daily assessments and end-of-semester evaluations supported by digital systems. The principal and management team conduct regular supervision to ensure that the curriculum implementation goes according to plan and make adjustments based on feedback from teachers and students. This evaluation covers aspects of digital media effectiveness, digital literacy indicator achievement, as well as infrastructure readiness and teacher competence. This comprehensive evaluation process becomes the basis for decision-making for curriculum development and learning quality improvement in the future (Claudia Wang, et,al, 2023).

The main challenges in technology-based curriculum management still revolve around limited infrastructure, gaps in teachers' digital competencies and unequal internet access in various regions. Overcoming these challenges requires continuous training for teachers, strengthening technology infrastructure in schools and policy support that favors digital innovation in basic education. With an inclusive and adaptive curriculum management approach, technology integration can enrich learning materials, increase the effectiveness of the learning process, and form a creative and innovative mindset in students, so that basic education in Indonesia can optimally answer the challenges of the digital era (Zebua, F. R. S., 2023).

5. CONCLUSIONS

The integration of technology in basic education curriculum management in Indonesia is a necessity in this digital era. Technology, such as Learning Management Systems (LMS) and interactive applications, is proven to improve the quality of learning by personalizing materials and expanding access to education, even in remote areas. However, the study revealed a surprising finding: although the government has prioritized digital transformation, severe technology access gaps and low digital literacy among teachers, especially in rural areas, are still major barriers. This suggests that existing efforts are not enough to close the digital divide that could widen inequality in education quality. Teachers, as key facilitators, often face resistance to change and lack of systematic training, especially for senior ones, hindering the optimization of technology utilization. The success of technology integration relies heavily on adequate infrastructure support and continuous teacher training programs, but its implementation on the ground still faces major obstacles that hinder equitable distribution of digital education quality.

Therefore, to overcome this challenge, a holistic and focused approach involving various parties is needed. The government needs to strengthen policies that support infrastructure equity and massive teacher training. Schools and teachers should be more proactive in adopting digital learning innovations, supported by structured and sustainable training that can overcome resistance. Collaboration between the government, schools and the private sector is also key to providing adequate facilities and resources. By addressing access gaps and improving digital literacy equally, the integration of technology in curriculum management can truly improve the quality of basic education. It will also prepare Indonesia's young generation with 21st century competencies that are resilient and competitive amidst the digitalized global dynamics.

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