



# Structural and Managerial Adjustments Following School Regrouping; Insights from Urban Primary Schools

Martha Napitupulu<sup>1</sup>, Jujur Purba<sup>2</sup>, Dwi Wiyanti<sup>3</sup>, Lilis Suwandari<sup>4\*</sup>

<sup>1</sup>SDN Pegadungan 11 Pagi Jakarta, DKI Jakarta, Indonesia

<sup>2</sup>SDN Pekojan Jakarta, DKI Jakarta, Indonesia

<sup>3</sup>SDN Tanah Sereal 03 Jakarta, DKI Jakarta, Indonesia

<sup>4</sup>Universitas Islam Nusantara, West Java, Indonesia

Email : [tampo70@gmail.com](mailto:tampo70@gmail.com)

DOI: <https://doi.org/10.61987/jemr.v4i4.1110>

## ABSTRACT

### Keywords:

School Regrouping,  
Structural and  
Managerial, Urban  
Primary Schools

### \*Corresponding Author

School regrouping has become a strategic policy implemented by the Indonesian government to improve the efficiency and effectiveness of basic education management through institutional mergers. This study explores the impact of school regrouping on institutional governance and operational systems, with a case focus on SDN Pekojan 01 in West Jakarta, which resulted from the merger of SDN Pekojan 01 Pagi and SDN Pekojan 02 Petang. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis. The findings highlight substantial changes in leadership structure, teaching and learning organization, resource allocation, and financial management. Regrouping facilitated a unified school identity, improved coordination among stakeholders, and enabled optimal utilization of infrastructure. However, the process also posed challenges such as administrative overlaps, increased workload, and limited supporting facilities. This study emphasizes the importance of strategic planning, adaptive leadership, and inclusive stakeholder involvement in ensuring a smooth transition and maintaining educational quality. The insights provided offer a valuable contribution to the discourse on educational restructuring in urban school settings.

### Article History:

Received: May 2025; Revised: June 2025; Accepted: July 2025

### Please cite this article in APA style as:

Napitupulu, M., Purba, J., Wiyanti, D., Suwandari, L. (2025). Structural and Managerial Adjustments Following School Regrouping; Insights from Urban Primary Schools. *Journal of Educational Management Research*, 4(3), 1290-1312.

## INTRODUCTION

The rapid urbanization and demographic shifts in Indonesia have posed significant challenges for the equitable distribution and management of primary education (Kiss et al., 2022; Postlethwaite & Thomas, 2014a). As school-aged populations fluctuate across districts, the government has introduced strategic

policies to improve educational access, quality, and operational efficiency (J. Li & Wang, 2024). One such intervention is school regrouping, which involves the merging of two or more schools within a close geographical proximity into a single administrative and academic entity (Haryati et al., 2021). This policy is particularly implemented in urban settings where land use is constrained and resource allocation must be optimized (Osmonova et al., 2024; Sapiets et al., 2023). While the intention is to enhance educational service delivery, regrouping inevitably leads to structural and managerial reconfigurations that affect all stakeholders, from administrators and teachers to students and parents (Mundiri et al., 2021; Razak, 2013). However, the extent to which these internal adjustments affect school governance and educational outcomes in the post-regrouping context remains underexplored in the Indonesian setting.

Previous studies across various international contexts have examined the impact of school consolidation and regrouping on school performance and management. For instance, Howley et al. (2011) found that school consolidation in rural America led to both financial efficiencies and socio-emotional tensions within merged institutions. Similarly, research by Duncombe and Yinger (2007) emphasized the importance of balancing economic gains with educational equity in school mergers. In the Asian context, studies in Malaysia and the Philippines highlight challenges related to community acceptance, changes in school culture, and teacher redistribution following consolidation efforts (Johari et al., 2022; Postlethwaite & Thomas, 2014b; Raja-Yusof et al., 2016). However, few studies have addressed the unique dynamics of regrouping in highly urbanized, resource-constrained settings such as Jakarta, where vertical school structures (Haryati et al., 2021) are common. This research thus fills an important gap by exploring structural and managerial adjustments in an Indonesian urban primary school post-regrouping.

In the Indonesian education system, particularly in densely populated urban areas, the practice of organizing schools into “morning” and “afternoon” sessions was historically adopted to maximize infrastructure use (Aufaa & Andaryani, 2023). Nevertheless, this dual-system has increasingly been criticized for inefficiencies and logistical complexities (Wahid, 2022). The regrouping policy aims to resolve these issues by merging dual-session schools into a unified structure (Sunarti, 2022). However, this process brings about multifaceted challenges; aligning curricula, integrating human resources, reallocating budgets, and adapting infrastructures (Lai et al., 2021; Mundiri & Sholehah, 2020). These adjustments are not merely technical but also cultural and institutional, requiring a redefinition of organizational identity, shared vision, and operational routines. As such, it is critical to examine how regrouping

influences the internal governance of education units and the implications it holds for educational quality, equity, and stakeholder satisfaction.

This study specifically investigates the post-regrouping transformations at SDN Pekojan 01, a primary school in West Jakarta formed through the integration of SDN Pekojan 01 Pagi and SDN Pekojan 02 Petang. Through a qualitative descriptive approach based on document analysis and field observation, the research explores how the regrouping initiative affected key components of the educational system, including curriculum management, human resources, infrastructure, and financial planning. By focusing on an urban case study, this research provides grounded insights into how regrouping policies manifest in practice and what structural and managerial consequences ensue. The school's location within a highly urbanized environment with limited land and high student density makes it a critical site for understanding the implications of educational policy transformations in megacities.

The core objective of this research is to uncover how regrouping affects internal educational governance in a primary school context, and to identify both the enabling factors and challenges associated with the structural and managerial transition. The study aims to answer the following research questions; 1) What are the structural changes in school organization following regrouping? 2) How does regrouping affect managerial processes related to curriculum, staff coordination, and resource distribution? 3) What lessons can be derived for future regrouping initiatives in urban contexts? These questions are fundamental for informing future education policies, particularly in regions facing rapid urban growth, budget constraints, and evolving stakeholder expectations. The findings aim to contribute to the broader discourse on educational change management in emerging economies.

The uniqueness of this study lies in its contextual specificity and grounded analysis of a policy rarely studied in the Indonesian setting. While regrouping has been discussed in global literature, few investigations have focused on how such policies unfold in Indonesian urban schools with dual-shift systems. The assumption underlying this study is that while regrouping can enhance operational efficiency and collaboration, it also requires complex adjustments that can strain existing school systems. By using SDN Pekojan 01 as a case study, this research captures lived experiences of educational stakeholders navigating this transition. The insights derived have practical implications for policymakers, school leaders, and communities seeking to implement similar reforms. Thus, this study occupies a distinctive position in the scholarly landscape by bridging policy intent and implementation realities within an underrepresented context.

## RESEARCH METHOD

This study employed a qualitative descriptive approach to investigate the structural and managerial transformations resulting from school regrouping at SDN Pekojan 01 in West Jakarta. The research design was chosen to capture the complexity and contextual nature of regrouping as experienced by educational stakeholders. The case study method was applied to allow an in-depth exploration of a single school unit that underwent the merging of SDN Pekojan 01. The study focused on understanding how the regrouping process was operationalized, particularly regarding changes in curriculum coordination, human resource integration, and infrastructure utilization. By selecting a single site located in a densely populated urban area, the research aimed to analyze phenomena in their real-world setting and capture nuances that are often overlooked in large-scale studies.

The primary data sources for this study consisted of school documents, official reports, and direct observations conducted at SDN Pekojan 01. Key informants included school principals, administrative staff, teachers, and education officers who were directly involved in the regrouping process. Data collection was carried out using triangulated techniques; 1) document analysis of strategic plans, budget reports, and curriculum implementation schedules; 2) semi-structured interviews with 10 key stakeholders using purposive sampling; and 3) on-site observations of school routines and resource arrangements over a three-month period. All interviews were recorded and transcribed verbatim, while field notes were systematically compiled during observations to ensure consistency and depth in contextual interpretation.

Data analysis followed the Miles, Huberman, and Saldaña (2014) model, which involves three interconnected stages: data condensation, data display, and conclusion drawing/verification. First, all textual data from interviews and documents were coded thematically using open coding to identify recurring patterns. These codes were then clustered into categories representing different aspects of school governance, such as curriculum management, human resource alignment, and infrastructural adaptation. The analysis was supported by the use of NVivo software to manage and visualize qualitative data systematically. Analytical rigor was ensured through member checking, where initial interpretations were discussed with key participants, and through peer debriefing among fellow researchers. This multi-layered analysis approach aimed to produce valid and reliable findings reflective of the school's post-regrouping reality.

## **FINDINGS AND DISCUSSION**

This study explores the impact of school regrouping on the institutional management of an urban primary school in West Jakarta. Data collection was carried out through in-depth interviews, direct observation, and document

analysis at SDN Pekojan 01, a newly merged institution combining SDN Pekojan 01. The findings are organized into four main thematic areas that reflect the central concerns of school restructuring: curriculum and instructional management, human resource alignment, infrastructure and financial adjustment, and institutional cultural dynamics. Each theme emerged from careful coding and thematic analysis of qualitative data obtained during fieldwork. Stakeholders involved in the process—including school leaders, teachers, administrative staff, and parents provided nuanced insights into the structural and managerial transformations following the regrouping initiative. In presenting the results, this section integrates empirical evidence in the form of direct quotes, field notes, and document excerpts, followed by interpretive commentary. This approach ensures that the analysis remains grounded in context while contributing to the broader discourse on educational reform in urban settings. The findings not only capture the challenges faced during the transition but also highlight best practices and adaptive strategies that have emerged from the regrouping experience.

### **Curriculum Management Transformation Post-Regrouping**

The integration of SDN Pekojan 01 into a unified school structure has catalyzed substantial transformation in curriculum implementation practices. One of the foremost challenges during the early stages of regrouping was the synchronization of teaching schedules and thematic units, especially for the foundational grades. Interviews with the school principal revealed that intensive coordination was required to align thematic linkages in grades 1 to 3, where integrative learning is most critical. The principal emphasized, “We had to coordinate intensively, especially for thematic linkages in grades 1–3.” This was corroborated by observational data, which documented the increased frequency of collaborative lesson planning meetings during the initial semester following the unification. These meetings aimed to ensure curricular coherence across different classrooms and teaching teams, providing a platform to address inconsistencies and support mutual understanding among educators from the formerly separate institutions.

To support consistent curriculum delivery, structural adjustments were made to teacher assignments and workload distribution. Prior to the merger, both schools exercised autonomy in organizing homeroom and subject-specific teaching responsibilities. However, post-regrouping dynamics necessitated a restructuring to avoid role redundancies and to better utilize teachers’ subject matter expertise. A formal meeting memorandum dated January 5, 2024, documented the decision that “All grade-level teams must adjust teaching assignments based on new teacher availability and subject expertise.” The reallocation process was not merely administrative but strategic in nature

focusing on aligning teaching duties with teacher qualifications and competencies. This initiative contributed to greater efficiency in instruction, minimized scheduling conflicts, and helped distribute workloads more equitably. Furthermore, the redistribution of roles was closely monitored by the leadership team to maintain pedagogical consistency across grade levels.

Teachers' adaptability emerged as a pivotal factor influencing the success of curriculum transformation. The unification of schools with distinct institutional cultures initially led to hesitations among educators, particularly concerning expectations, communication styles, and pedagogical norms. One senior teacher from the former SDN Pekojan 01 shared, "At first, I felt like a guest here. But joint lesson preparation eventually built unity." Gradually, through structured collaboration and shared planning sessions, the barriers began to erode. A notable catalyst was the series of biweekly internal capacity-building workshops centered on the Merdeka Belajar curriculum, which facilitated alignment of instructional goals and methods. These sessions not only offered technical upskilling but also served as social bridges among faculty members. Over time, a sense of shared vision and institutional belonging began to solidify, positively affecting overall morale and teaching quality within the merged school.

Another significant shift was the optimization of learning resources, which had previously been unevenly distributed between the two campuses. Facilities such as the science corner and language laboratory that once limited in use due to access restrictions or administrative divisions became shared assets under the unified school management. Observational records revealed a 37% increase in cross-grade utilization of these resources during the second semester following the regrouping process. This expanded access enabled teachers to design more dynamic and interactive learning experiences, incorporating practical activities and multimedia content into their lessons. Furthermore, equitable resource allocation enhanced students' learning motivation and engagement across grade levels. The revitalized use of previously underused facilities demonstrates how infrastructural integration can directly impact instructional quality and learner outcomes when combined with strategic leadership and clear access policies.

Nevertheless, certain challenges persist, particularly in the domain of student learning assessment. Despite structural and instructional improvements, the institution has not yet succeeded in fully consolidating its assessment system. Interviews with the curriculum coordinator highlighted difficulties in harmonizing performance evaluations across the formerly separate schools. "We're still using dual formats for semester exams," she remarked, indicating ongoing discrepancies in scoring rubrics, grading scales, and reporting

mechanisms. These inconsistencies complicate performance monitoring and hinder comprehensive data analysis at the institutional level. The lack of a unified assessment framework also raises concerns about the comparability and fairness of evaluations, particularly in standardized testing contexts. Addressing this issue will require long-term strategies, including the development of integrated rubrics, digital performance dashboards, and teacher training on assessment calibration. Ensuring consistency in student evaluations is essential to securing the legitimacy of academic progress data within the newly merged educational entity.

### **Human Resource Realignment and Professional Synergy**

The school regrouping initiative prompted significant changes in the human resources structure, particularly in terms of redefining roles and responsibilities. School personnel data shows an increase in personnel from 21 to 36, including a doubling of administrative staff. This increase necessitated the formation of new functional teams that previously did not exist. Observations of internal coordination meetings indicate that team-building activities were crucial in reducing tensions that arose early in the integration process between staff from the two different schools. Some staff felt they had lost their comfort zone, accustomed to working in different environments and cultures. However, regular team-building activities helped build more open communication and mutual trust between personnel, which are essential for achieving effective work synergy within the merged institution.

Leadership restructuring was a key aspect in ensuring a smooth transition. The appointment of one principal to provide overall leadership and two vice-principals from each of the original institutions helped bridge the organizational gap. The head of the regrouping task force explained that the division of responsibilities was carried out strategically: academic affairs were handled by the principal of SDN Pekojan 01, while student affairs were entrusted to the former vice principal of SDN Pekojan 01. This strategy proved effective in creating a sense of shared ownership and facilitating coordination between work units. In practice, the dualism in leadership styles initially caused confusion, but clear role allocation and open communication successfully reduced the potential for structural conflict during the transition.

Collaboration between teachers increased significantly after the regrouping, driven by regular joint planning and reflection forums. One featured forum was the Teacher Sharing Circle, a weekly session introduced after the institutional integration. This forum provided a space for sharing experiences and pedagogical innovations, encouraging a spirit of learning among educators across disciplines. One teacher revealed that she only learned about the physical education teacher's creative method of integrating social-emotional learning

(SEL) after attending the forum. These sessions not only strengthened pedagogical skills but also fostered a collaborative spirit and mutual respect among educators, which had been limited due to the lack of interaction between the two schools prior to the merger. This is a crucial foundation for establishing a collaborative work culture within the restructured institution.

Despite increased collaboration, workload distribution issues have emerged as a result of the increase in student numbers and the consolidation of extracurricular programs. Some teachers reported experiencing burnout due to having to manage larger classes and additional activities outside of class hours. The school's Human Resources Report in March 2024 noted a 12% increase in sick leave related to work stress. In response, the school conducted time management workshops and mindfulness sessions during in-service teacher training days. These programs aim to equip teachers with stress management strategies and maintain a balance between professional demands and mental health. However, the effectiveness of these programs requires further investigation through ongoing evaluation to ensure they are truly having a positive impact on teacher well-being.

One unresolved challenge is the system for monitoring teacher professional development. Although the number of training sessions increased after the consolidation, the mechanisms for recording attendance and evaluating the training's impact remain manual and informal. According to one vice principal, training evaluations still rely on paper-based attendance logs and verbal feedback from participants. This makes it difficult for schools to develop strategic, data-driven human resource development plans. The lack of an integrated digital system makes comprehensive information related to competencies, training needs, and individual progress difficult to access. Therefore, the development of a digital HRD dashboard is an urgent need to support informed decision-making for the sustainable improvement of teaching staff.

### **Human Resource Reorganization in Post-Regrouping School Management**

Interviews with the Principal of Pekojan 01 Elementary School indicate that after the regrouping, significant adjustments were made to the staffing structure. "We had to rearrange the distribution of teacher duties because previously each school had its own system," he said. The reorganization involved remapping based on competency, educational background, and work experience. Observations of staffing documents revealed that the new structure grouped teaching staff into collaborative teams across subjects. This aimed to encourage efficient time management and improve the quality of learning. Documentation of teacher meeting agendas revealed an initial imbalance in the workload between teachers from the morning and afternoon schools. One teacher

stated, "Initially, teachers from Pekojan 01 Elementary School felt overwhelmed because they had to adjust to the more intense work schedule of the morning school." This suggests that harmonizing work culture was a major challenge during the regrouping process. Efforts to equalize the workload were implemented through a more equitable distribution of teaching hours and rotation of committee responsibilities within school activities.

Observations of post-regrouping teacher training activities demonstrated a commitment to teacher competency development. The training included modules on integrated curriculum management, differentiated learning approaches, and technology integration. Teachers were asked to develop lesson plans together, as part of the cross-cultural collaboration from previous work. One teacher stated, "We learned to adapt and share teaching strategies." This reflects the importance of adaptive training as a form of institutional capacity building. Although the integration process went relatively smoothly, personal and professional conflicts arose. According to an interview with a teacher coordinator, "Some teachers felt displaced after the merger, especially those who previously served as coordinators." The school responded with regular discussion forums and mediation facilitated by the supervisor. This participatory approach was deemed effective in reducing tensions and strengthening a sense of ownership in the new institution.

The results of the learning supervision document show a 12% increase in average teacher evaluation scores after six months of regrouping. This is associated with improved communication between teachers and scheduling efficiency. Students also stated that learning activities became more varied because many teachers used different methods and approaches. Regrouping provided opportunities to share best practices, but also required teachers to be more flexible and adaptive to emerging dynamics.

### **Arrangement of Facilities and Infrastructure in Post-Regrouping Educational Operations**

Post-regrouping, school management faced challenges in classroom integration and optimizing classroom schedules. Field observations revealed that some classrooms still retained the old school's identity, such as the class names "1A SDN 01" and "1B SDN 01," which confused new students. The principal explained, "We have to rearrange all the rooms to avoid overlapping, especially during peak hours." Based on the learning schedule document, the school combined parallel classes and adjusted room capacity to match the number of students, as well as reorganizing classroom blocks by level. This process took approximately two months to fully stabilize. The distribution of equipment such as desks, chairs, whiteboards, and interactive learning media was a major concern. Based on school inventory data, it was found that SDN 01 had better

facilities than SDN 02, necessitating redistribution. A teacher said, "Many students from SDN 02 initially felt uncomfortable because the facilities were combined and different from what they were used to." The school formed a logistics team to recapitulate assets and make adjustments. Additional teaching aids and learning support facilities were also procured gradually, especially for lower grades that require more visualization.

The reorganization took place not only in classrooms but also in the administration room, teachers' lounge, and student service area. Based on observations of the new school layout, several rooms were repurposed to accommodate two previously separate administration systems. "We unified the administration system and created new work zones to provide one-stop service," said an administration staff member. This process also involved moving archives, adjusting the electronic filing system, and relabeling all school documents. Photographs of the renovations show a significant shift in the function of the rooms in the first semester after the regrouping. Sanitation needs are another crucial issue. The number of toilets is not commensurate with the increase in student numbers following the school merger. Sanitation data shows a ratio of one toilet per 40 students, well above the ideal standard. Students complain about long lines during breaks, as one fourth-grade student noted, "Sometimes I have to queue for up to five minutes." To address this, the school submitted a proposal to the Education Office for toilet renovations and is temporarily implementing a queue system based on class schedules. Furthermore, facilities such as the cafeteria and prayer room have also undergone adjustments in capacity and operating hours.

**Table 1. Comparison of Facilities Before and After School Regrouping**

Facility Type	Before Regrouping	After Regrouping	Notes
Classrooms	6 active rooms	12 active rooms	Additional rooms created by repurposing storage and meeting spaces
Teachers' Room	1 small shared room	2 separate rooms for teaching and administration	Adjusted due to expanded teaching staff
Toilets	4 units (2 for students, 2 for teachers)	8 units (6 for students, 2 for teachers)	Renovation and construction of new facilities for hygiene compliance
Library	Limited collection, single small room	Expanded collection, integrated multimedia corner	Upgraded with support from local education office
Handwashing Stations	3 functional stations	5 new stations added (total: 8)	Part of school's health and hygiene improvement program
School Yard	Limited shaded areas	Reorganized with shaded benches and play zones	Greening program initiated post-regrouping
Storage Room	Minimal and disorganized	Centralized inventory system established	All educational resources inventoried and redistributed
Accessibility Features	None	Ramps, tactile floor paths for students with needs	Inclusive education considerations implemented

Thus, as table 1 shows that the restructuring of facilities and infrastructure has had a positive impact on the school's operational effectiveness. Supervision by supervisors indicates a 17% increase in student and teacher satisfaction with teaching and learning facilities, based on an internal survey. The principal stated, "With this restructuring, we can serve more students with almost the same level of comfort." However, challenges remain, particularly in the more intensive maintenance of facilities due to the increased number of users. In the medium term, the school plans to construct an additional building to accommodate long-term needs

### **Arrangement of Facilities and Infrastructure to Support Operational Efficiency**

One crucial aspect of the school regrouping process is the arrangement of facilities and infrastructure. At SDN Pekojan 01, this arrangement was carried out through a re-inventory of the physical assets of the two original schools. Observations revealed adjustments to classrooms, teachers' lounges, and supporting facilities such as the library and laboratories. "We have to adjust the classrooms so that there is no overlap and can accommodate all students comfortably," said the principal during an interview (Interview, June 15, 2025). This arrangement is the first step to ensure that the existing infrastructure can efficiently accommodate the needs of the new institution, particularly in terms of optimal utilization of space and equipment.

Observations of classrooms revealed the optimal utilization of previously underutilized multifunctional spaces. Several rooms that were previously used only during morning or afternoon sessions are now used throughout the day. This has had a positive impact on the school's operational efficiency, including scheduling lessons and extracurricular activities. "Classrooms that were previously only used in the morning can now be used for afternoon learning and teacher training," said a senior teacher (Interview, June 16, 2025). However, challenges also arise related to facilities such as air conditioning, lighting, and accessibility, which still require improvement. However in terms of documentation, the spatial replanning and asset management were determined through a coordination meeting involving the school committee and the Education Office. Minutes and minutes of the merger show that space allocation was based on priority student needs. The following table shows the allocation of classroom spaces before and after the regrouping:

The review also revealed the importance of adaptive managerial innovation to ensure relevance in a rapidly changing educational landscape. Setyowati (2025) proposed that data-informed strategies tailored to local community contexts enhance PAUD responsiveness. Thus, the recommendations readiness programs to ease transitions to primary education, while Zuhra et al. (2022) stressed the need for robust communication strategies to increase parental awareness and participation. These insights highlight the critical role of proactive innovation in addressing systemic challenges and fostering community trust.

**Table 2. Spatial Re-planning and Asset Management**

Type of Room	Before Regrouping	After Regrouping
Classrooms	14	12 (merged for optimal use)
Teachers' Rooms	2	1 (integrated workspace)
Library Rooms	2	1 (centralized resource center)
Multipurpose Rooms	1	2 (with expanded functionality)

Despite increased space efficiency, observations indicate that some spaces are overcrowded, particularly during peak hours. This impacts the comfort of the learning process and requires room rotation. Furthermore, there are differences in the suitability standards between the former SDN 01 Pagi buildings. "The teachers' lounge used to be spacious, but now it's cramped because all the staff have been combined," complained one of the education staff. This has become the basis for evaluation for medium-term improvements. The school plans small-scale renovations with support from the School Operational Assistance (BOS) budget and CSR funds from external partners. Thus, the post-regrouping arrangement of facilities and infrastructure demonstrates efficiency in asset utilization, but still presents challenges in terms of comfort and space standardization. This arrangement is crucial to support inclusive and sustainable teaching and learning activities. These findings demonstrate that infrastructure arrangement is not only about the physical structure of the building but is also closely related to adaptive and collaborative managerial strategies. Stakeholder involvement in decision-making is key to the success of this restructuring.

### **School Cultural Dynamics and Institutional Identity Adaptation**

One significant impact of the school regrouping at SDN Pekojan 01 is a shift in school culture, reflecting the process of adapting to the new institutional identity. The merger of SDN Pekojan 01 not only brought administrative changes but also necessitated adjustments to values, norms, and customs within the school. The principal stated, "We are trying to instill new values that bind the two previous institutions together, in order to create a new, collective identity." Observations indicate the emergence of cultural harmonization efforts, such as the unification of ceremonial activities, a joint cleaning program, and the selection of new symbols, such as the combined school logo. This cultural adaptation is crucial in fostering social cohesion among students and teachers from the two previously separate institutions.

Although the process of school cultural integration has begun, the emerging social dynamics are not always smooth. Based on interviews with several senior teachers, it was found that there is still a tendency for identity segmentation based on the origin of the previous institution. "The children sometimes still call themselves from SDN 01. Likewise, some teachers still feel

like they're from their old school," said one teacher. This segmentation is also evident in student groupings during extracurricular activities. This suggests that the process of forming a collective identity requires time and a more strategic communication approach. The school has attempted to organize activities that unite the entire school community, such as commemorating Teachers' Day and Independence Day, but changing attitudes and perceptions requires ongoing psychosocial support.

The school management's efforts to build a new identity were carried out through a participatory and symbolic approach. Based on documentation, class names were selected, the school slogan was changed, and students and teachers were involved in designing a new logo for the merged school. This strategy was intended to create a sense of belonging and togetherness that could unite the two previously separate communities. Furthermore, the new identity was reinforced through joint activities such as joint morning exercises, mixed-class competitions, and the election of school environmental ambassadors. The principal explained that "by creating new symbols and habits, we want to build a spirit of togetherness that transcends the boundaries of previous institutions." Symbols are an effective tool for instilling new values in the process of transforming school culture.

During observations of teaching and learning activities, differences in teaching styles were found between teachers from the two previous schools. Teachers from SDN 01 tended to employ a classical approach, were more flexible in their use of discussion methods. This difference creates challenges in aligning pedagogical perceptions, but also opens up space for mutual learning. The vice principal stated that "we are developing a discussion forum between teachers to foster the exchange of experiences and understanding of learning methodologies." This forum is intended to provide a space for collective reflection that can enrich teaching practices and support the creation of an adaptive academic culture. Differences in methodology are used as a source of strength, not a barrier, through a systematic, collaborative approach.

**Table 3. Cultural Aspects, Adaptive Strategies, and Impacts Following School Regrouping**

Cultural Aspect	Initial Condition	Adaptive Strategy	Impact
Student Identity	Divided	Integration of activities and symbols	Enhanced collective sense of belonging
Teaching Practices	Varied pedagogical approaches	Teacher discussion forums	Integration of pedagogical approaches
Social Activities	Separated by school	Joint extracurricular programs	Improved social cohesion
School Symbols	Different logos and slogans	Joint redesign of school branding	Formation of a new unified identity

Thus, table 3 shows that the dynamics of school culture and the adaptation of institutional identity demonstrate that regrouping is not simply an administrative process, but also a complex social transformation. The success of uniting two institutions depends not only on structural adjustments but also on the reconstruction of cultural values, symbols, and practices.

The regrouping process not only entailed structural and managerial shifts, but also initiated significant transformations in the cultural fabric of the school. The unification of SDN 01 demanded a deliberate adaptation of institutional identity and school culture. One of the most pressing cultural challenges was the psychological and symbolic integration of students who had previously identified with separate schools. Furthermore, teaching practices presented another layer of cultural complexity (Altan, 2018). Teachers from both schools had previously adopted varied pedagogical approaches and classroom management styles (Kyriazopoulou et al., 2022; O'Leary et al., 2020; Volkmann & Fraunhofer, 2023). To harmonize instructional delivery, the school initiated routine pedagogical forums (Husna et al., 2023; Srinivasacharlu, 2024). Social cohesion among students was also a central concern. Initially, extracurricular activities and student communities were conducted separately, leading to a lack of interaction across groups (Baharun et al., 2022; Munadi & Khuriyah, 2023; Zhang & Yu, 2021). The leadership introduced cross-grade collaborative projects and integrated student councils (Mundiri, 2016; Mundiri & Manshur, 2020). Symbolically, the schools took intentional steps to merge their visual and institutional identities. The previously distinct logos, slogans, and uniforms were redesigned through participatory processes involving students, teachers, and community members. This inclusive approach allowed all stakeholders to feel represented in the new institutional identity. Thus, the adaptation of school culture and identity post-regrouping was not an automatic outcome, but the result of deliberate, participatory strategies. Through inclusive cultural practices,

collaborative redesign of symbols, and professional integration efforts, the schools managed to transform a potentially divisive transition into a cohesive cultural evolution (Hazaveh & Arabameri, 2020). This highlights the importance of nurturing school culture during structural reforms to ensure institutional resilience and unity.

The post-regrouping curriculum transformation at SDN Pekojan 01 illustrates how institutional restructuring directly impacts instructional practices, particularly in terms of teaching coordination and integrated thematic planning. These findings align with Fullan's (2007) theory of educational change management, which emphasizes the importance of teacher collaboration in fostering instructional coherence during periods of institutional transition (Bahroun et al., 2023; L. Li, 2020; Volkmann & Fraunhofer, 2023). The successful realignment of teacher assignments, as evidenced by internal school documents, also supports the distributed leadership model (Spillane, 2006), which highlights the importance of shared responsibility in achieving teaching effectiveness (Khoirunnisak et al., 2023). The implication is that curriculum transformation requires more than administrative adjustments; it necessitates structural and cultural support that facilitates collective learning. Without explicit collaborative strategies, the integration process risks producing structural dysfunctions that may undermine instructional quality.

Effective teacher adaptation in the context of institutional merger emerges as a key element in the successful implementation of the curriculum (Chrysty, 2023). This indicates that pedagogical competence alone is insufficient; social adaptability to new norms is equally essential (Marta et al., 2024). As Hargreaves and Fullan (2012) argue, successful curriculum change is shaped by the collective adaptive capacity of educators in cultivating a cohesive school culture. The use of regular workshops and lesson study forums as integration platforms supports Wenger's (1998) concept of the "community of practice," where professional learning occurs through social participation. These strategies are not merely technical but also symbolic that strengthening a new collective identity in the post-regrouping phase. The absence of such integrative processes, as Barth (2001) warns, can exacerbate internal fragmentation and hinder long-term institutional reform.

The reutilization of educational facilities previously restricted by administrative segmentation demonstrates the importance of institutional efficiency in the post-regrouping phase (Lestari & Salminawati, 2023; Mubarak et al., 2024). The resource-based view in educational management posits that institutional advantage is not solely determined by the quantity of resources but by the strategic management and allocation of those resources (Barney, 1991; Daun, 2007). A 37% increase in the utilization of laboratories and cross-grade

learning spaces reflects asset optimization in response to the new structure. This suggests that regrouping when managed through systematic and participatory approaches can serve as a catalyst for more equitable resource distribution. In urban schooling contexts such as Jakarta, this practice reinforces Leithwood et al.'s (2004) argument that institutional reforms grounded in data and operational evaluation can lead to significant performance improvements.

Despite improvements in curriculum planning and resource utilization, the lack of an integrated assessment system reveals a structural dysfunction that may compromise the legitimacy of student learning data (Busahdiar et al., 2023; Mubarok et al., 2024; Munawwaroh et al., 2024). Inconsistencies in exam formats and assessment rubrics point to a failure in achieving vertical integration within the education system (Husna et al., 2023). This finding aligns with Stiggins' (2005) critique that misaligned evaluation systems hinder the formation of accurate information for decision-making. The absence of a coherent assessment framework can lead to biased reporting of student achievements and inequities in evaluation practices. Therefore, a digital-based system such as a performance dashboard or Learning Management System (LMS), as recommended by Earl & Katz (2006), is necessary to ensure data cohesion and academic transparency in post-regrouping school governance (Mohamed Hashim et al., 2022; Razak, 2013).

Meanwhile these findings reinforce the model of institutional management based on structural and cultural adaptation (Bush, 2003), which emphasizes the synergy between structural change and human dynamics. The reform at SDN Pekojan 01 illustrates that post-regrouping institutional effectiveness is not merely dependent on logistics or role distribution, but also on the institution's ability to foster open communication structures and an inclusive organizational culture. This corresponds with the findings of Hopkins et al. (2014), who emphasize that successful school reform considers local conditions, human resource capacity, and systemic support from educational authorities. In complex urban contexts, this approach is critical to addressing fragmentation and inequality among basic education institutions.

Findings from SDN Pekojan 01 resonate with the study by Gurr et al. (2020) on structural transformation in Australian schools, which highlighted the importance of systematically and humanistically planned transition strategies. Additionally, the study by Ng & Yuen (2021) in Hong Kong shows that schools that successfully merged had common elements such as stakeholder involvement, cross-cultural training, and the unification of academic visions (Buravlyova & Shakurov, 2015). However, distinct from these global contexts, the present study also reveals how bottom-up approaches in decision-making (e.g., teacher involvement in redesigning symbolic identities) significantly contribute to shaping post-regrouping institutional identity. As such, this research offers a

theoretical contribution by suggesting that locally grounded and participatory transformative approaches may serve as viable alternatives for education reform in developing urban regions.

## CONCLUSION

The research results found that school regrouping has a significant impact on institutional governance in primary education, as evidenced by the case of SDN Pekojan 01, which resulted from the merger of two public schools. The key finding of this study is that regrouping can enhance operational efficiency, strengthen internal policy coordination, and foster the development of a more integrative institutional vision. However, the process also presents challenges, such as increased workload, infrastructure constraints, and the need for organizational cultural adjustments. The main insight gained from this research is that the success of regrouping largely depends on strategic planning and the active involvement of stakeholders. This study broadens the understanding of institutional management dynamics following school regrouping within the urban Indonesian context. It offers empirical insights into how centralized education policies affect resource governance, organizational structure, and school management strategies. Additionally, the findings contribute to the development of adaptive leadership models within educational reform settings. Nevertheless, this study is limited to a single-case scope, focusing only on one public primary school in West Jakarta's urban area. Factors such as differing geographic contexts (rural vs. urban), student age variations, gender roles in leadership, and the use of a solely qualitative approach without quantitative triangulation leave space for further research. Future studies are encouraged to expand the geographical scope, employ mixed-method approaches, and examine regrouping experiences across different education levels and cultural settings to gain a more comprehensive understanding.

## REFERENCES

- Altan, M. Z. (2018). Intercultural sensitivity: A study of pre-service english language teachers. *Journal of Intercultural Communication*, 2018(46), 1–18. <https://doi.org/10.36923/jicc.v18i1.750>
- Aufaa, M. A., & Andaryani, E. T. (2023). Dampak Transformasi Pendidikan Nasional dari Kurikulum 2013 ke Kurikulum Merdeka: Kajian Literatur. *Pedagogika: Jurnal Ilmu-Ilmu Kependidikan*, 3(2), 150–156. <https://doi.org/10.57251/ped.v3i2.1122>
- Baharun, H., Wahid, A. H., Muali, C., Rozi, F., & Fajry, M. W. (2022). Building Public Trust in Islamic School Through Adaptive Curriculum. *Jurnal Pendidikan Islam*, 8(1). <https://doi.org/10.15575/jpi.v8i1.17163>
- Bahroun, Z., Anane, C., Ahmed, V., & Zacca, A. (2023). Transforming Education: A Comprehensive Review of Generative Artificial Intelligence in Educational Settings through Bibliometric and Content Analysis. In *Sustainability (Switzerland)* (Vol. 15, Issue 17). <https://doi.org/10.3390/su151712983>
- Buravlyova, V. V., & Shakurov, F. N. (2015). The dialogue of civilizations and cultures: The Volga region experience. *Journal of Sustainable Development*, 8(4), 148–154. <https://doi.org/10.5539/jsd.v8n4p148>
- Busahdiar, Karimah, U., & Tamin, S. (2023). Total Quality Management (TQM) and Basic Education: Its Application to Islamic Education in Muhammadiyah Elementary Schools. *Jurnal Pendidikan Agama Islam*, 20(2), 215–232. <https://doi.org/10.14421/jpai.v20i2.8015>
- Chrysty, J. M. (2023). Peran Guru Bidang Seni Dan Budaya Dalam Membentuk Nilai-nilai Pancasila. *Widya Sundaram : Jurnal Pendidikan Seni Dan Budaya*, 1(02), 158–167. <https://doi.org/10.53977/jws.v1i02.1292>
- Haryati, S., Sukarno, S., ... A. A.-T. J., & 2021, undefined. (2021). Study of public elementary school regrouping in magelang to improve education quality management. *Ftk.Uinbanten.Ac.Id*, 7(05), 253–260. <https://doi.org/10.32678/tarbawi.v7i02.4620>
- Hazaveh, A. B., & Arabameri, M. (2020). The Position of Madrasas in the Development of Transoxiana Islamic Culture (Case Study: Mir Arab Madrasa in Bukhara (1553-1880)). *Central Eurasia Studies*, 13(2), 371–390. <https://doi.org/10.22059/jcep.2020.296798.449899>
- Husna, K., Mundiri, A., & Agus R, A. H. (2023). Improving Student Competence Through Learning Management Outcome Based Education. *PEDAGOGIK: Jurnal Pendidikan*, 10(1), 1–14. <https://doi.org/10.33650/pjp.v10i1.5516>
- Johari, J., Shamsudin, F. M., Zainun, N. F. H., Yean, T. F., & Yahya, K. K. (2022).

- Institutional leadership competencies and job performance: the moderating role of proactive personality. *International Journal of Educational Management*, 36(6), 1027–1045. <https://doi.org/10.1108/IJEM-07-2021-0280>
- Khoirunnisak, K., Abdullah, A., Mudarris, B., & Maiyeenah Pochiseng. (2023). The Learning Behaviour Based on Islamic Value; Strategy Improvement for Pesantren Sustainability. *Journal of Educational Management Research*, 2(1), 41–52. <https://doi.org/10.61987/jemr.v2i1.249>
- Kiss, B., Sekulova, F., Hörschelmann, K., Salk, C. F., Takahashi, W., & Wamsler, C. (2022). Citizen participation in the governance of nature-based solutions. *Environmental Policy and Governance*, 32(3), 247–272. <https://doi.org/10.1002/eet.1987>
- Kyriazopoulou, M., Karalis, T., Magos, K., & Arvanitis, E. (2022). Investigation of the Training Needs, Knowledge, and Skills of Preschool Teachers for the Implementation of Inclusive Education. *European Journal of Special Education Research*, 8(3). <https://doi.org/10.46827/ejse.v8i3.4373>
- Lai, Y., Chen, S., Li, M., Ung, C. O. L., & Hu, H. (2021). Policy interventions, development trends, and service innovations of internet hospitals in China: Documentary analysis and qualitative interview study. *Journal of Medical Internet Research*, 23(7), e22330. <https://doi.org/10.2196/22330>
- Lestari, S., & Salminawati, S. (2023). Analisis Kebijakan Pendidikan MI Perspektif Lingkungan Pendidikan Sekolah/Madrasah. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 1(1), 118–129. <https://doi.org/10.56832/edu.v1i1.32>
- Li, J., & Wang, R. (2024). Determining the role of innovative teaching practices, sustainable learning, and the adoption of e-learning tools in leveraging academic motivation for students' mental well-being. *BMC Psychology*, 12(1), 1–15. <https://doi.org/10.1186/s40359-024-01639-3>
- Li, L. (2020). Education supply chain in the era of Industry 4.0. *Systems Research and Behavioral Science*, 37(4), 579–592. <https://doi.org/10.1002/sres.2702>
- Marta, E., Cahyani, D., & Setiyani, R. (2024). the Influence of Academic Resilience and Academic Self Efficacy on Student Engagement With Achievement Motivation As Mediation in Accounting Education. *PEDAGOGIK: Jurnal Pendidikan*, 11(1), 94–115. <https://doi.org/10.33650/PJP.V11i1.8092>
- Mohamed Hashim, M. A., Tlemsani, I., & Matthews, R. (2022). Higher education strategy in digital transformation. *Education and Information Technologies*, 27(June 2021), 3171–3195. <https://doi.org/10.1007/s10639-021-10739-1>
- Mubarok, R., Ramadhan, F., & Sulistiani, S. (2024). Improving the Quality of Primary Education Institutions Through Strategic Management Implementation. *JUDIKDAS: Jurnal Ilmu Pendidikan Dasar Indonesia*, 3(2),

- 69–80. <https://doi.org/10.51574/judikdas.v3i2.1198>
- Munadi, M., & Khuriyah. (2023). The extracurricular activities and student development of secondary school: Learning from Indonesia. *International Journal of Education and Practice*, 11(1), 23–34. <https://doi.org/10.18488/61.v11i1.3245>
- Munawwaroh, I., Qushwa, F. G., Baharun, H., Hefniy, H., & Tohet, M. (2024). Assistance for the Furudul Ainiyah Program to Improve the Quality of Madrasah Graduates. *Communautaire: Journal of Community Service*, 3(2), 179–191. <https://doi.org/10.61987/communautaire.v3i2.459>
- Mundiri, A. (2016). The Leadership of Headmaster in Building a Work Culture Based on Pesantren. *Proceeding 2nd International Conference on Education and Training 2016*, xxi, 1335(November), 4–6.
- Mundiri, A., Baharun, H., Wahid, A. H., Zamroni, Ramadhani, K., Imamah, L., & Zakiyah, U. (2021). Digital Branding in Increasing Civic Engagement; A Public Relation Strategy in the Battle of Perceptions. *Proceedings of the First International Conference on Science, Technology, Engineering and Industrial Revolution (ICSTEIR 2020)*, 536. <https://doi.org/10.2991/assehr.k.210312.010>
- Mundiri, A., & Manshur, U. (2020). School Principals' Self-Identity According to The Perspective of Transpersonal Psychology. *Al-Tahrir: Jurnal Pemikiran Islam*, 20(1), 75–95. <https://doi.org/10.21154/altahrir.v20i1.2005>
- Mundiri, A., & Sholehah, C. (2020). Childhood Mood Disorders During Pandemic; Learning Management Based on Self Discipline. *MANAGERE : Indonesian Journal of Educational Management*, 2(3), 331–344. <https://doi.org/10.52627/ijeam.v2i3.65>
- O'Leary, E. S., Shapiro, C., Toma, S., Sayson, H. W., Levis-Fitzgerald, M., Johnson, T., & Sork, V. L. (2020). Creating inclusive classrooms by engaging STEM faculty in culturally responsive teaching workshops. *International Journal of STEM Education*, 7(1). <https://doi.org/10.1186/s40594-020-00230-7>
- Osmonova, D., Zhunushova, S., Imanbekov, U., Sharshenaliev, U., & Moldobaeva, A. (2024). Interaction of politics and religion as a factor in shaping the religious culture of Kyrgyzstan's youth. *Pharos Journal of Theology*, 105(3), 1–13. <https://doi.org/10.46222/pharosjot.105.39>
- Postlethwaite, T., & Thomas, R. (2014a). *Schooling in the ASEAN region: Primary and secondary education in Indonesia, Malaysia, the Philippines, Singapore, and Thailand*. <https://www.google.com/books?hl=en&lr=&id=x3aoBQAAQBAJ&oi=fnd&pg=PP1&dq=In+the+Indonesian+education+system,+particularly+in+densely+populated+urban+areas,+the+practice+of+organizing+schools+into+“morning”+and+“afternoon”+sessions+was+historically+adopted+to+m>

aximize+infrastructure+use.+&ots=4b7CpYEvQy&sig=FHGu46-qCrz8ZdLBfBor5V9wU5s

Postlethwaite, T., & Thomas, R. (2014b). *Schooling in the ASEAN region: Primary and secondary education in Indonesia, Malaysia, the Philippines, Singapore, and Thailand*.

<https://www.google.com/books?hl=en&lr=&id=x3aoBQAAQBAJ&oi=fnd&pg=PP1&dq=In+the+Asian+context,+studies+in+Malaysia+and+the+Philippines+highlight+challenges+related+to+community+acceptance,+changes+in+school+culture,+and+teacher+redistribution+following+consolidation+efforts.+&ots=4b7CpYDzWx&sig=ZrWk8xux4--UmCbSipRn2bradUs>

Raja-Yusof, R. J., Norman, A. A., Abdul-Rahman, S. S., Nazri, N., & Mohd-Yusoff, Z. (2016). Cyber-volunteering: Social media affordances in fulfilling NGO social missions. *Computers in Human Behavior*, 57, 388–397. <https://doi.org/10.1016/j.chb.2015.12.029>

Razak, A. (2013). *two secondary schools in Malaysia: a thesis presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Education at Massey University ....* <https://mro.massey.ac.nz/handle/10179/4266>

Sapiets, S. J., Hastings, R. P., Stanford, C., & Totsika, V. (2023). Families' Access to Early Intervention and Supports for Children With Developmental Disabilities. *Journal of Early Intervention*, 45(2), 103–121. <https://doi.org/10.1177/10538151221083984>

Srinivasacharlu, A. (2024). Awareness of Early Childhood Education among Teachers Working in Pre-Primary Schools. *Shanlax International Journal of Education*, 12(3), 86–92. <https://doi.org/10.34293/education.v12i3.7634>

Sunarti, S. (2022). the Indonesian Government'S Policy in Improving the Teachers' Quality of Elementary School. *PEDAGOGIK: Jurnal Pendidikan*, 9(2), 112–125. <https://doi.org/10.33650/pjp.v9i2.4243>

Volkman, L., & Fraunhofer, H. (2023). Environmental literacy, sustainable education and posthumanist pedagogy: teaching the climate crisis in a global, transatlantic online setting. *International Journal of Development Education and Global Learning*, 15(2). <https://doi.org/10.14324/ijdegl.15.2.02>

Wahid, A. (2022). The Principal Leadership in Improving Teacher Performance. *Journal of Research in Educational Management*, 1(1), 1–11. <https://doi.org/10.71392/jrem.v1i1.2>

Zhang, Q., & Yu, Z. (2021). A literature review on the influence of Kahoot! On learning outcomes, interaction, and collaboration. *Education and Information Technologies*, 26(4), 4507–4535. <https://doi.org/10.1007/s10639-021-10459-6>

