

## School Curriculum (KSP) Fast Track: Integration of Google Tools and Artificial Intelligence in KSP Development

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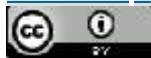
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### ABSTRACT

This study addresses the challenge of creating an authentic and adaptive school curriculum (KSP) in Indonesia, where administrative burden often leads to generic "copy-paste" documents. The core challenge is the complex, time-consuming KSP development (4-6 weeks) and the lack of intensive teacher support. This paper introduces the KSP Fast Track innovation, integrating Google Tools and Artificial Intelligence (AI) to transform the supervisory process. The methodology involved using Google Classroom as a Digital Command Center, Gemini AI for automatic KSP analysis/recommendations based on educational report data, and Google Meet for real-time, substantive coaching. Results show a significant 70% reduction in KSP development time (down to 1-2 weeks) and the successful creation of authentic, adaptive KSP documents. This transforms the supervisor's role into an inspirational coach, focusing on educational quality rather than administrative checks.

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## INTRODUCTION

In the era of the national curriculum, the school supervisor functions as a mentor to the school principal in efforts to improve the quality of educational services, requiring supervisors to be change agents who ensure the quality of learning in schools. This paradigm demands that the School Curriculum (KSP) be adaptive, contextual, and focused on students. However, the idealism of the curriculum often conflicts with the reality on the ground. Based on a survey of 15 school principals, a conflict between the curriculum's idealism (adaptive, authentic, efficient) and practical realities was found.

Analysis of the survey results indicates three main situations: 1) The School Curriculum (KSP) is generic and inauthentic. Limited time and ability to compile complex KSP components, such as in-depth learning plans, create a shortcut: the phenomenon of *copy-paste* KSP from other schools without alignment with the school's education report, student profile, and context. Consequently, the resulting KSP is inauthentic, fails to reflect the students' real needs, and is not successfully translated into impactful learning plans. 2) Suboptimal training and mentoring. Training is often theoretical and non-continuous, and the lack of intensive mentoring makes it difficult for teachers to find the common thread between education report findings, the KSP, and learning plans. 3) The conventional KSP development process. The demanding and time-consuming process has created reluctance among school principals to try new innovations, as it is always followed by the specter of piles of complicated document revisions.

The challenges faced by supervisors in addressing this situation include limited resources in educational units, low teacher self-confidence, and principals remaining in their comfort zone. Therefore, the objective of this innovation is to design a digital "fast track" the KSP Fast Track that fundamentally changes the way KSP development is mentored. This innovation aims to: (1) Drastically cut the time taken for KSP development, (2) Ensure every KSP produced is an authentic document truly based on the school's education report, student profile, and local context, and (3) Integrate Artificial Intelligence (AI) and Google Tools as smart assistants in the mentoring process.

## LITERATURE REVIEW

The KSP Fast Track is a mentoring innovation based on three conceptual pillars: The importance of an adaptive and authentic curriculum, the transformation of the school supervisor's role into a coach, and the utilization of Artificial Intelligence (AI) for curriculum administration efficiency.

### *Adaptive, Contextual Curriculum, and the Copy-Paste Phenomenon*

The ideal curriculum in the 21st-century education era is one that is *adaptive* and *contextual* (Tasya, 2025). An adaptive curriculum requires educational units to develop an operational curriculum that is flexible, responsive to local challenges, and tailored to the needs and characteristics of students (Tasya, 2025; Jurnal UPI, 2024). Its main objective is to bridge the gap between classroom material and its application in real life (Faqih, Pratama, & Nurhadiansyah, 2024).

However, the complexity of KSP development often clashes with high administrative burdens, leading school principals and teachers to engage in *plagiarism or copy-paste* of curriculum documents (Harahap, 2025; Kompasiana, 2025). This phenomenon, also frequently found in student academic assignments and teacher lesson planning, arises from the ease of accessing information from the internet, the pressure of task volume, and a lack of in-depth understanding of the curriculum concepts to be implemented (Walidin Husni, 2024). KSP resulting from *copy-paste* practices become inauthentic, fail to reflect the Education Report, and lack meaning for the learning community, making them mere normative documents (*lorem ipsum*) without substance (Kompasiana, 2025). The KSP Fast Track innovation is designed to address this challenge of authenticity.

### ***Transformation of the School Supervisor's Role as a Coach***

To promote adaptive KSP, the school supervisor's role must transform from merely an administrative auditor or supervisor into a *facilitator and coach* (Dikdasmen Kemdikbud, 2024; Ritonga, 2023). In the context of the national curriculum, the supervisor as a coach is tasked with providing mentorship that gives teachers and principals ample opportunity for *self-discovery* in identifying and solving their own problems related to curriculum implementation (Imrantululi, 2024). The *coaching* approach (such as the TIRTA model) in supervision involves training the supervisor in *active listening* and posing *powerful questioning* (Mopangga & Mopangga, 2021). This role change is crucial because authentic KSP can only originate from the autonomous initiative, reflection, and substantive understanding of the school community, which is facilitated, not dictated, by the supervisor.

### ***Integration of Artificial Intelligence (AI) in Curriculum Administration***

The utilization of Artificial Intelligence (AI) and digital tools (Google Tools) has been identified as a transformative solution to enhance the efficiency and effectiveness of education management (Nuraida, 2023; Unesa, 2023). In curriculum administration, AI functions as a *digital administrative assistant* that can automate repetitive and time-consuming tasks (Karier.mu, 2025; Intel, 2025). Specifically, AI can: (1) *Manage and analyze big data* (e.g., Education Report data) to provide valuable insights and recommendations for improving teaching quality (Unesa, 2023); (2) *Automate the compilation and adjustment of documents* (RPP/Module) according to curriculum standards, freeing up to 13 hours per week for teachers to focus on learning interaction (Karier.mu, 2025; Intel, 2025) ; and (3) *Identify patterns of duplication or plagiarism*, which directly addresses the prevalent *copy-paste* phenomenon (Walidin Husni, 2024). AI integration ensures that KSP development is *data-driven* and accelerates the process without compromising quality or authenticity

## METHODOLOGY

To execute the task of alleviating the burden on school principals from manual KSP administration, the supervisor designed a structured series of actions based on the digital ecosystem of Google Workspace and Artificial Intelligence (AI).

1. Establishing a Digital Command Center (Google Classroom). The first step was to eliminate confusion and document inconsistency at the school level by utilizing *Google Classroom*. All essential National Curriculum materials, KSP development guides, in-depth learning plans, co-curricular materials, along with administrative instruments and checklists for school principals (supervision, KSP checklists, supporting formats), were uploaded to a single folder. This ensures all schools receive up-to-date and standardized resources, thus interrupting the habit of *copy-paste* from unclear sources.
2. AI Integration for KSP Automation and Validation (Gemini AI) The key action that created the "Fast Track" was integrating AI through Google Workspace features, specifically *Gemini AI* with a *belajar.id* account. The AI was programmed to:
  - a. Analyze the school's education report data.
  - b. Provide automated recommendations for analysis, evaluation, reflection, and follow-up plans based on the achieved education report results.
  - c. Serve as an assistant to ensure the KSP complies with KSP guidelines and review instruments available in Google Classroom, and help check structural completeness and prevent duplication (*copy-paste*)
3. Substantive Mentoring and Virtual Coaching (Google Meet) Reinforcement and coaching sessions were conducted virtually using *Google Meet* to bridge the competence gap. These sessions focused on understanding the in-depth learning approach and technical analysis of student profile data, not just document format discussion. Thanks to Google Classroom, the Meet sessions immediately delved into substantive discussions about the relevance of their in-depth learning plans and co-curricular activities, restoring the supervisor's role as a *coach* focused on content quality. Offline mentoring was also conducted to assist in developing the KSP and co-curricular modules<sup>3</sup>. Substantive Mentoring and Virtual Coaching (Google Meet) Reinforcement and coaching sessions were conducted virtually using **Google Meet** to bridge the competence gap. These sessions focused on understanding the in-depth learning approach and technical analysis of student profile data, not just document format discussion. Thanks to Google Classroom, the Meet sessions immediately delved into substantive discussions about the relevance of their in-depth learning plans and co-curricular activities, restoring the supervisor's role as a *coach* focused on content quality. Offline mentoring was also conducted to assist in developing the KSP and co-curricular modules

## RESEARCH RESULT

This structured action in KSP Fast Track transformed the mentoring process from a manual one to a smart, integrated system

1. Initial Condition of School Principals' Situation The initial condition of school principals before KSP Fast Track is shown in Table 1 (based on a survey of 15 school principals). A high score indicates a high level of problem or negative practice

**Table 1. Initial Conditions of School Principals' Situation**

No Question	Average Score
P1	1,67
P2	4,07
P3	1,87
P4	4,13
P5	1,87
P6	4,13

2. Impact of KSP Fast Track As a result of KSP Fast Track, the resulting school KSP became authentic. In terms of time efficiency, KSP compilation and validation time was reduced by an average of up to 70%. Previously, the process took 4-6 weeks, but it can now be completed in 1-2 weeks.

**Table 2. School Principals' Reflection Post KSP Fast Track**

No Question	Average Score
P1	3,87
P2	4,13
P3	4,87
P4	3,67
P5	3,60
P6	4,33

## DISCUSSION

The KSP Fast Track has exceeded its stated goals and has had a significant transformative impact on the education system. Time efficiency (P1) achieved a score of 3.87, and KSP duration effectiveness (P2) reached 4.13, validating the reduction in compilation time from 4-6 weeks to 1-2 weeks. The use of AI (P4) achieved a score of 3.67, and time/energy savings (P6) reached 4.33, indicating that the incorporation of AI is crucial for realizing the true national curriculum. With AI prompts, teachers and principals can create KSP and learning plans quickly and in an organized manner.

The supervisor's role has fundamentally changed. Time previously spent on administrative document correction has been reallocated to substantive coaching and mentoring. With authentic and adaptive curriculum quality, the *copy-paste* phenomenon has been successfully combated. The use of AI in analyzing school education report data and student needs ensures that every KSP produced is authentic and adaptive. The gap between theory and practice on the ground has been successfully bridged, and schools now understand that the KSP is a true reflection of themselves, not a copy. School principals are again focused on their primary task as inspirational leaders, feeling confident because the administrative completeness in Google Classroom is standardized

## CONCLUSIONS AND RECOMMENDATIONS

KSP Fast Track has changed the mentoring process from a manual and individual one to a smart, integrated system. This approach successfully addressed the issues of generic KSP, conventional processes, and suboptimal mentoring. In implementation, KSP Fast Track successfully cut KSP compilation time by up to 70% and increased KSP authenticity by utilizing Gemini AI and Google Tools

## ADVANCED RESEARCH

Every study has limitations. KSP Fast Track has become a tangible approach that fills the research gap and demonstrates that AI is effective for strengthening curriculum administration at the school level. With this advancement, research has begun in Indonesia to implement educational administration technology. Suggestions for further research are.

1. Conducting an in-depth qualitative study on the impact of authentic KSP (the result of KSP Fast Track) on improving the quality of learning and student learning outcomes (cognitive and non-cognitive) in the classroom
2. Further developing and testing an integrated AI model to assist teachers in compiling more personalized and adaptive In-depth Learning Plans and Co-curricular Modules
3. Comparing the effectiveness of KSP Fast Track with conventional KSP mentoring models in different regions or educational levels

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