

TALCOTT PARSONS' AGIL PERSPECTIVE LEARNING STRATEGY IN THE INDEPENDENT CURRICULUM: A SYSTEMATIC LITERATURE REVIEW

Fitria Ningsih¹, Gita Aryani², Nia Kurnia³, Salfen Hasri⁴, Irawati⁵

^{1, 2, 3} Postgraduate Student, UIN Sultan Syarif Kasim Riau, Riau, Indonesia

^{4, 5} Lecturer, Postgraduate Program, UIN Sultan Syarif Kasim Riau, Riau, Indonesia

¹ f.ningsih1986@gmail.com, ² Gitaa1355@gmail.com, ³ nia.arassy@gmail.com,

⁴ salfen.hasri@uin-suska.ac.id, ⁵ irawati1@uin-suska.ac.id

Abstract

The implementation of the Independent Curriculum marks a paradigm shift that positions schools as complex social systems, not merely technical learning spaces. This curriculum demands flexibility, differentiation, and professional autonomy for teachers in designing student-centered, contextual strategies. However, various studies indicate gaps due to limited teacher adaptive capacity, high administrative burdens, and weak structural support from educator management. This issue is not simply about individual competency, but also about how the education system manages the role of teachers, organizational structure, and work culture in an integrated manner. This article analyzes the Independent Curriculum learning strategy through the perspective of Talcott Parsons' social systems theory using the AGIL (Adaptation, Goal Attainment, Integration, Latency) framework. This qualitative research used the Systematic Literature Review (SLR) method of Google Scholar-indexed scientific journal articles relevant to curriculum, learning strategies, educator management, and AGIL theory. The results of the study indicate that learning strategies function as a systemic mechanism connecting curriculum policies with classroom practices. These strategies determine the balance between adaptation, goal achievement, social integration, and value maintenance within the education system.

Keywords: Independent Curriculum, learning strategies, AGIL Talcott Parsons, social education system, management of teaching staff

Abstrak

Implementasi Kurikulum Merdeka menandai perubahan paradigma yang menempatkan sekolah sebagai sistem sosial kompleks, bukan sekadar ruang teknis pembelajaran. Kurikulum ini menuntut fleksibilitas, diferensiasi, dan otonomi profesional guru dalam merancang strategi kontekstual yang berpusat pada siswa. Namun, berbagai kajian menunjukkan adanya kesenjangan akibat keterbatasan kapasitas adaptif guru, beban administratif yang tinggi, serta lemahnya dukungan struktural manajemen pendidik. Masalah ini bukan hanya kompetensi individu, melainkan bagaimana sistem pendidikan mengelola peran guru, struktur organisasi, dan budaya kerja secara terpadu. Artikel ini menganalisis strategi pembelajaran Kurikulum Merdeka melalui perspektif teori sistem sosial Talcott Parsons dengan kerangka AGIL (Adaptation, Goal Attainment, Integration, Latency). Penelitian kualitatif ini menggunakan metode Systematic Literature Review (SLR) terhadap artikel jurnal ilmiah terindeks Google Scholar yang relevan dengan kurikulum, strategi pembelajaran, manajemen pendidik, dan teori AGIL. Hasil kajian menunjukkan bahwa strategi pembelajaran berfungsi sebagai mekanisme sistemik yang menghubungkan kebijakan kurikulum dengan praktik di kelas. Strategi tersebut menjadi penentu keseimbangan antara adaptasi, pencapaian tujuan, integrasi sosial, serta pemeliharaan nilai dalam sistem pendidikan.

Kata kunci: Kurikulum Merdeka, strategi pembelajaran, AGIL Talcott Parsons, sistem sosial pendidikan, manajemen tenaga pendidik.



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INTRODUCTION

Starting from a paradigm shift in education that positions schools as complex social systems, not simply as venues for technical teaching and learning in the classroom. The transformation of society toward an era of disruption, technological integration, and the demands of 21st-century competencies require educational institutions to manage teachers as key actors in organizational networks, not merely as implementers of the curriculum. In this context, the challenges of implementing the Independent Curriculum cannot be separated from the education system's ability to organize the role of teachers, school structures, and work culture in an integrated manner.¹

The Independent Curriculum is designed to provide flexibility, encourage differentiated learning, and strengthen teachers' professional autonomy in designing learning that is relevant to students' needs and contexts. However, empirically, various studies have shown a gap between policy design and school practice, evident in teachers' difficulties in designing adaptive learning strategies, high administrative burdens, and weak structural support for collaboration and ongoing professional development. This situation suggests that the main problem lies not only in individual teacher competency, but also in the management of the teaching staff as a systemic mechanism that determines the achievement of the Independent Curriculum's objectives.²

Changes in learning patterns in schools and Islamic schools in recent years have required management of teaching staff that no longer focuses solely on the technical aspects of learning. The success of the learning process is increasingly determined by the education system's ability to synergize teacher functions with institutional expectations, communication channels, and the work culture that develops within the school environment.³ Teachers not only act as managers of classroom learning but also as social actors within the dynamic network of educational organizational systems. Therefore, teaching staff management is a key factor in maintaining the stability of educational institutions while encouraging learning innovation.

In this context, the teaching staff management system is required to accommodate the ever-changing social dynamics of education. The availability of curriculum tools and teaching

¹ Kadek Yudista Witraguna et al., "Learning in the Merdeka Curriculum: Elementary School Teachers' Understanding of Differentiated Learning," *International Journal of Elementary Education* 8, no. 1 (2024): 47–56.

² Windy Septiani, "Level, Differentiated Learning Within The Framework Of The Merdeka Curriculum At The Elementary School," *JPSD (Jurnal Pendidikan Sekolah Dasar)* 11, no. 1 (2025): 106–16.

³ Hugh Mehan, "Understanding Inequality in Schools: The Contribution of Interpretative Studies," in *Handbuch Bildungs-Und Erziehungssoziologie* (Springer, 2023); Syiehd Achmed Farhan Ash-Shiddieqy and Mawaddah Warohmah, "Analisis Kebijakan Beban Kerja Guru Tinjauan Yuridis, Sosiologis Dan Filosofis," *DIKSI: Jurnal Kajian Pendidikan Dan Sosial* 6, no. 2 (2025): 94–104; Abda Muhammad Al Furqan et al., "Problematisasi Administrasi Peserta Didik Dalam Era Society 5.0: Mengintegrasikan Teknologi Untuk Meningkatkan Kualitas Pendidikan," *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan* 4, no. 4 (2024): 196–214.

instruments does not automatically guarantee effective learning if the teaching staff lacks the capacity to adapt to changes in the social system of education.⁴ Thus, teacher management issues need to be understood as structural and social issues, not merely individual or technical pedagogical ones. Within the context of Indonesia's national education policy, this change is further strengthened by the implementation of the Independent Curriculum, which emphasizes learning flexibility, differentiation, and strengthening teacher autonomy in designing contextual, student-centered learning strategies.

The Independent Curriculum provides more space for teachers and educational units to adapt the learning process to the characteristics of students and the learning environment.⁵ However, this flexibility also increases the complexity of the teacher's role, so that the successful implementation of the Independent Curriculum is highly dependent on the readiness of the learning system as part of the overall social education system.⁶

Previous Literature Review

A number of previous studies have shown that alignment between the professional role of teachers, the organizational structure of schools, and the needs of students is a major prerequisite for successful learning.⁷ The literature also emphasizes that teachers function as a link between educational policy and classroom learning practices, so the effectiveness of their role is highly dependent on a management system that supports organizational coordination and communication.

However, various empirical findings indicate that the management of teaching staff still faces significant challenges. Teachers often experience difficulties in organizing roles and establishing effective work coordination,⁸ especially in facing the complex demands of modern

⁴ Wandana Simatupang et al., "Inovasi Pendidikan Islam Pada Perkembangan Madrasah Menghadapi Tantangan Perubahan," *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 1 (2022): 24–40; Khoirotnun Nuroh and Adi Lukman Hakim, "Dinamika Pengelolaan Sumber Daya Manusia Tenaga Pendidik: Studi Fenomenologis," *Musytari: Jurnal Manajemen, Akuntansi, Dan Ekonomi* 24, no. 12 (2025): 421–30; Yousif A. Alshumaimeri, "Understanding Context: An Essential Factor for Educational Change Success," *Contemporary Educational Research Journal* 13, no. 1 (2023): 11–19; Netty Herawati et al., "Teachers' Perceptions of the Efficacy of Positive Behavior Support Systems," *International Journal of Education and Cognitive Sciences* 5, no. 2 (2024): 8–15.

⁵ Diyan Nur Rakhmah et al., *Risalah Kebijakan Tantangan Penguatan Otonomi*, 2024, 1–11.

⁶ Rakhmah et al., *Risalah Kebijakan Tantangan Penguatan Otonomi*; Riky Sheptian et al., "Eduscape : Journal of Education Insight," *Eduscape: Journal of Education Insight*, no. 1 (2026): 27–37.

⁷ Novia Rita et al., "Contribution of Teachers in Achieving the Goals of Basic Education: A Literature Review on Best Practices and Challenges," *International Journal of Educational Dynamics* 5, no. 2 (2023): 243–51; Luz E. Robinson et al., "Teachers, Stress, and the COVID-19 Pandemic: A Qualitative Analysis," *School Mental Health* 15, no. 1 (2023): 78–89; Machful Indra Kurniawan and Ria Wulandari, "Professional Ethics of Elementary School Teachers: Balancing Academic Demands and Students' Emotional Needs," *Widyagogik: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar* 12, no. 2 (2024): 186–96.

⁸ Peter Liljedahl and Jinfa Cai, "Empirical Research on Problem Solving and Problem Posing: A Look at the State of the Art," *ZDM–Mathematics Education* 53, no. 4 (2021): 723–35.

learning. These challenges include the integration of technology in learning,⁹ the implementation of learning differentiation, and the increasing administrative burden which often reduces teachers' focus on developing meaningful learning.¹⁰ In a theoretical context, the development of recent studies also shows increasing attention to the social theory approach in understanding the dynamics of educational management.¹¹

One relevant theoretical approach to understanding the dynamics of learning in this context is Talcott Parsons' social systems theory, specifically the AGIL framework which includes four main functions of social systems, namely Adaptation, Goal Attainment, Integration, and Latency.¹² Parsons views education as a social subsystem that must carry out these four functions in order to survive and develop functionally.¹³ In this perspective, learning is not only understood as a pedagogical process, but as part of a social mechanism that connects actors, structures, and values in the education system.¹⁴

Using the AGIL perspective, learning strategies can be understood as functional mechanisms of the education system. Learning strategies serve as a means of adaptation to changing policies and student needs (Adaptation),¹⁵ as an instrument for achieving learning objectives and curriculum outcomes (Goal Attainment),¹⁶ as a medium of integration between teachers, students, and the school organizational structure (Integration),¹⁷ as well as a vehicle for internalizing values, norms, and a culture of continuous learning (Latency).¹⁸ This framework provides an analytical

⁹ Lohans Kumar Kalyani, "The Role of Technology in Education: Enhancing Learning Outcomes and 21st Century Skills," *International Journal of Scientific Research in Modern Science and Technology* 3, no. 4 (2024): 5–10.

¹⁰ Perlito D. Jomoad et al., "Teachers' Workload in Relation to Burnout and Work Performance," *International Journal of Educational Policy Research and Review*, 2021; Sharon Conley and Sherry A. Woosley, "Teacher Role Stress, Higher Order Needs and Work Outcomes," *Journal of Educational Administration* 38, no. 2 (2000): 179–201.

¹¹ Aji Pangestu and Isa Anshori, "Tipologi Madrasah Ibtidaiyah Berbasis Pesantren Perspektif Perubahan Sosial Talcott Parsons," *PERMAI: Jurnal Pendidikan Dan Literasi Madrasah Ibtidaiyah* 3, no. 1 (2024): 15–24.

¹² Talcott Parsons, *The Social System* (1951); Evi Fatimatur Rusydiyah et al., "Local Culture-Based Education: An Analysis of Talcott Parsons' Philosophy," *International Journal of Innovation, Creativity and Change* 12, no. 3 (2020): 592–607.

¹³ Parsons, *The Social System*.

¹⁴ Maslahatun Nikmah, "School Analysis Is System Social Perspective By Talcott Parsons," *Majemuk Jurnal Pendidikan Agama Islam* 2 (2025): 24–35.

¹⁵ Yohanes Bahari Indra Gunawan, "Problematisasi Kurikulum Merdeka Dalam Sudut Pandang Teori Struktural Fungsional (Study Literatur)," *Journal of Human And Education* 4, no. 4 (2024): 178–87; Rusydiyah et al., "Local Culture-Based Education: An Analysis of Talcott Parsons' Philosophy."

¹⁶ Ayu Nimastuti, "Analisis Teori AGIL Dalam Pelaksanaan Kurikulum 2013 Di SD Negeri 10 Pangkalpinang" (2010).

¹⁷ Siti Wasilah, "Education in a Functional Structural Perspective and Conflict Regarding Social Relations in Society," *Jurnal Pendidikan Mandala* 8, no. 3 (2023): 902–9.

¹⁸ Rusydiyah et al., "Local Culture-Based Education: An Analysis of Talcott Parsons' Philosophy."

basis for assessing the effectiveness of learning strategies in the systemic implementation of the Independent Curriculum.¹⁹

Statement of Scientific Novelty (Novelty)

Based on the literature review, there is still a significant research gap, namely the lack of studies that position the management of teaching staff as a systemic mechanism that simultaneously integrates the role of teachers, the school's organizational structure, and the dynamics of the social education system.²⁰ This article offers a novelty by positioning teaching staff management not only as an administrative function, but as a strategic instrument in maintaining a balance between organizational stability and learning innovation.²¹ This approach broadens the perspective of previous research, which tends to be fragmented and emphasizes solely technical aspects.

Research Problem / Hypothesis

Based on the background and research gaps, the main problem in this study is how the teacher management system can align the professional role of teachers with the social structure of schools in facing the complexity of contemporary learning demands. Specifically, this article examines how the imbalance between the role of teachers and the organizational structure of schools contributes to inconsistent implementation of innovative learning strategies.²² If formulated in the form of a conceptual hypothesis, it can be stated that the effectiveness of learning is greatly

¹⁹ Indra Gunawan, "Problematisasi Kurikulum Merdeka Dalam Sudut Pandang Teori Struktural Fungsional (Study Literatur)"; Nimastuti, "Analisis Teori AGIL Dalam Pelaksanaan Kurikulum 2013 Di SD Negeri 10 Pangkalpinang."

²⁰ Nurul Paizah et al., "Pengelolaan Tenaga Pendidik Dan Kependidikan Dalam Meningkatkan Mutu Peserta Didik," *Mataazir: Jurnal Administrasi Dan Manajemen Pendidikan*, 2025, 309–23; Muin Abdullah, "Lembaga Pendidikan Sebagai Suatu Sistem Sosial (Studi Tentang Peran Lembaga Pendidikan Di Indonesia Dalam Perspektif Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional)," *Mamba'ul Ulum* 18, no. 1 (2022): 38–48; Asmendri Joni Putra, "Manajemen Tenaga Pendidik Dan Kependidikan," *Jurnal Penelitian Ilmu Pendidikan Indonesia* 1 (2022): 241–46.

²¹ Febia Ghina Tsuraya et al., "Manajemen Strategi Dalam Meningkatkan Pendidikan Yang Kuat," *Education Management Jurnal Pendidikan Agama Islam (Edium)* 2, no. 1 (2024): 39–46; Muahammad Fadhl, "Implementasi Manajemen Strategik Dalam Lembaga Pendidikan," *Continuous Education: Journal of Science and Research* 1, no. 1 (2020): 11–23; burhan Baharuddin, *Manajemen Strtaegi Pendidikan* (2024).

²² Syamsir, "Pengaruh Struktur Organisasi Dan Budaya Kerja Terhadap Kinerja Sekolah Di SMP Negeri Kecamatan Kepahiang," *An-Nidzam: Jurnal Manajemen Pendidikan Dan Studi Islam* 11, no. 2 (2024): 217–29; Ahmad Matinul Haq, "Manajemen Inovasi Pendidikan Dalam Perspektif Sekolah Efektif," *Jayapangus Press Cetta: Jurnal Ilmu Pendidikan* 6 (2023): 861–76; Pattama Impong, "The Development of School-Based Management for Innovation Organization Model for Implementation in Small-Sized Primary Schools," *Education and Humanities Research*, no. Icoelt 2022 (2023), <https://doi.org/10.2991/978-2-38476-166-1>; Aniruth Boonkua, "Innovative Organization ' s Components in Basic Education Institutions in," *International Journal of Instruction* 13, no. 3 (2020): 31–42.

influenced by the management ability of teaching staff in integrating pedagogical, organizational, and social aspects harmoniously.²³

Within a theoretical framework, Talcott Parsons' social systems theory, with its AGIL scheme, offers an analytical tool for re-examining learning strategies as a key function in the sustainability of the education system. Learning strategies aligned with the Independent Curriculum ideally should be able to adapt to environmental dynamics, guide the achievement of curriculum objectives, maintain the integration of the roles of educational actors, and foster long-term learning values and culture. A systematic study is needed that not only inventories learning strategy models but also maps how these strategies operate as social mechanisms within the education system, thus providing a basis for strengthening more comprehensive and functional teaching staff management. Therefore, this article was compiled using a literature review approach to examine and synthesize various research findings relevant to learning strategies and the implementation of the Independent Curriculum from the perspective of Talcott Parsons' AGIL theory.²⁴

Study Objectives

The purpose of this study is to analyze and synthesize learning strategies in the implementation of the Independent Curriculum from the perspective of Talcott Parsons' AGIL theory based on the results of a literature review. The purpose of this research is to analyze in depth how learning strategies in the implementation of the Independent Curriculum can be understood as a mechanism of the social system of education through Talcott Parsons' AGIL framework. This formulation positions learning strategies not merely as pedagogical techniques in the classroom, but as part of the functions of adaptation, goal achievement, integration, and pattern maintenance within the education system. Thus, the research seeks to bridge the pedagogical dimension with the structural-functional dimensions of educational institutions.

Specifically, this study identifies and synthesizes literature findings related to the Independent Curriculum learning models and strategies relevant to the Adaptation, Goal Attainment, Integration, and Latency functions within the AGIL framework. A review was

²³ Didi Kriswanto, "Towards Inclusive Education: A Conceptual Model for Curriculum Management in Inclusive Schools," *Indonesian Journal of Education and Social Studies* 03, no. 02 (2024): 102–13; Karolus Krinto et al., *YUME: Journal of Management Manajemen Inovasi Pembelajaran Pada Sekolah Dasar Negeri 7 Aitinyo Di Kabupaten Maybrat*, 7, no. 2 (2025): 1670–88.

²⁴ Rante, "Far from Expectation: A Systematic Literature Review of Inclusive Education in Indonesia," *Universal Journal of Educational Research* 8 (2020): 6340–50, <https://doi.org/10.13189/ujer.2020.082273>; Lusianti Errika Febi, "Systematic Literature Review (SLR): Penerapan Media Pembelajaran Berbasis Digital Pada Pembelajaran Bahasa Indonesia," *Jurnal Pendidikan Bahasa Indonesia* 4214, no. 1 (2024): 85–101; Ribut Wahyu Eriyanti, "Systematic Literature Review: Teachers' Educational Interaction with Students in Learning In," *Jurnal Pendidikan Guru Sekolah Dasar* 9, no. 1 (2023): 1–9, <https://doi.org/10.33084/tunas>.

conducted of various studies on the Independent Curriculum, teacher management, and studies of Parsons' social systems theory in the educational context, to obtain a comprehensive picture of how learning strategies operate within the school social system network. This study formulates a conceptual model of the role of learning strategies as a strategic instrument that maintains the balance between the stability of educational organizations and learning innovation in the Independent Curriculum. This model is expected to be able to illustrate the relationship between the professional role of teachers, school organizational structures, and the dynamics of the educational social system, thereby providing a theoretical contribution to the development of educational studies with an AGIL perspective while offering a practical reference for strengthening teacher management.

RESEARCH METHODS

This study uses a qualitative approach with a Systematic Literature Review (SLR) to analyze learning strategies in the implementation of the Independent Curriculum from the perspective of Talcott Parsons' AGIL theory. This approach was chosen because the research objective focuses on a conceptual and theoretical synthesis of previous research findings, rather than on empirical field testing. SLR allows researchers to gain a comprehensive and structured understanding of how learning strategies function as mechanisms of the social educational system within the framework of Adaptation, Goal Attainment, Integration, and Latency.²⁵

The data sources for this research were scientific journal articles indexed by Google Scholar that were relevant to the topics of the Independent Curriculum, learning strategies, teacher management, and Talcott Parsons' social systems theory. The literature search was conducted systematically using keywords tailored to the research focus. The articles reviewed were selected based on inclusion criteria, namely topic relevance, methodological clarity, and theoretical contribution to educational studies. Articles that were conceptually irrelevant or did not meet academic standards were excluded from the analysis.

Data analysis was conducted through thematic analysis, grouping and synthesizing literature findings into the four main functions of social systems according to Talcott Parsons' AGIL. The analysis stages included theme identification, concept categorization, and interpretation of the relationships between learning strategies, teacher roles, and school organizational structures within the context of the Independent Curriculum. The validity of the study results was maintained through procedural consistency, transparency in the literature selection process, and the use of multiple academic sources to minimize interpretation bias.

²⁵ Katarina Pantic and Megan Hamilton, *Conducting a Systematic Literature Review in Education : A Basic Approach for Graduate Students*, 33, no. 1 (2024): 49–65.

RESULTS AND DISCUSSION

The results of the study indicate that learning strategies within the Independent Curriculum can only be effective if understood as part of a complex social educational system, not simply as a classroom teaching technique. Teachers occupy a central position as actors who bridge curriculum policies with the realities of everyday learning, making teaching staff management and school organizational support essential prerequisites for the success of learning innovations.²⁶

Based on the results of the Systematic Literature Review, it was found that learning strategies in the implementation of the Independent Curriculum cannot be understood partially as mere pedagogical techniques, but rather as an integral part of the mechanisms of the social system of education. The literature shows that the paradigm shift of the curriculum towards the Independent Curriculum requires a learning system that is adaptive, flexible, and responsive to the dynamics of students and the school's social environment. In this context, teachers play a role as social actors who carry out a strategic function in maintaining a balance between policy demands and classroom learning practices.²⁷

The Adaptation function in Talcott Parsons' AGIL framework is reflected in the ability of learning strategies to adapt to changes in educational policy, technological developments, and the increasingly diverse learning needs of students. Several studies confirm that the Independent Curriculum encourages teachers to develop differentiated, locally context-based learning, and oriented toward strengthening 21st-century competencies.²⁸ Adaptive learning strategies are seen as a prerequisite for the sustainability of the education system so that it remains relevant to the social changes that occur.

In addition to its adaptation function, the study also emphasized the role of learning strategies in Goal Attainment, namely the achievement of educational goals and learning outcomes. The literature shows that clarity of learning objectives, alignment of assessments, and support from school management significantly influence the successful implementation of the Independent Curriculum.²⁹ The Goal Attainment function is seen when learning strategies are directed towards achieving learning outcomes and the Pancasila Student Profile in a concrete manner.

²⁶ Gilang Manik Darussalam, "A Systematic Review Of Unfolding Teacher Voices On Advantages And Difficulties In Implementing Merdeka Curriculum," *Beyond Words* 12, no. 2 (2024): 91–105.

²⁷ Rakhmah et al., *Risalah Kebijakan Tantangan Penguatan Otonomi*; Robinson et al., "Teachers, Stress, and the COVID-19 Pandemic: A Qualitative Analysis."

²⁸ Indra Gunawan, "Problematika Kurikulum Merdeka Dalam Sudut Pandang Teori Struktural Fungsional (Study Literatur)"; Kalyani, "The Role of Technology in Education: Enhancing Learning Outcomes and 21st Century Skills."

²⁹ Nimastuti, "Analisis Teori AGIL Dalam Pelaksanaan Kurikulum 2013 Di SD Negeri 10 Pangkalpinang"; Rita et al., "Contribution of Teachers in Achieving the Goals of Basic Education: A Literature Review on Best Practices and Challenges."

SLR research on the implementation of the Independent Curriculum shows that objective-based learning planning, formative assessment, and contextual projects can improve students' learning outcomes and 21st-century competencies, although there is still variation in the quality of implementation between schools.³⁰ Learning strategies function as systemic instruments that connect the objectives of the national curriculum with classroom learning practices, so that the achievement of educational objectives depends not only on the individual competence of teachers, but also on the effectiveness of the educational management system as a whole.

Learning Strategies as Adaptation Mechanisms in the Independent Curriculum

From the perspective of Talcott Parsons' AGIL theory, the Adaptation function refers to the ability of a social system to adjust to external environmental demands. The study results show that the Independent Curriculum positions learning strategies as the primary means of adapting the education system to social change, policy, and student needs. Teachers are required to no longer rely on uniform learning patterns but to develop contextual, flexible, and student-centered strategies.³¹

However, the literature also reveals that teachers' adaptive capacity is heavily influenced by the school's teaching staff management system. Limited structural support, administrative burdens, and minimal ongoing professional development often hinder the optimization of adaptive learning strategies.³² This finding reinforces the view that learning adaptation cannot be separated from the readiness of the social education system as a whole.

The literature review also confirms that there remains a significant gap between the flexibility promised by the Independent Curriculum and teacher preparedness in the field. Many teachers face difficulties designing differentiated learning, administering authentic assessments, and integrating the Pancasila Student Profile project due to administrative burdens and limited systemic support. This situation means that the adaptation and integration functions within the AGIL framework have not been fully achieved.³³

On the other hand, various research findings show that when teachers are given real autonomy, professional mentoring, and access to adequate learning resources, the learning strategies in the Independent Curriculum can increase students' active participation, creativity, and independent learning. This aligns with the Independent Curriculum's perspective, which positions

³⁰ Syahril Joben, Rifma, "Manajemen Berbasis Sekolah Dan Kebutuhan Siswa," *Journal Research and Education Studies* 3, no. 2 (2022): 1–17.

³¹ Rusydiyah et al., "Local Culture-Based Education : An Analysis of Talcott Parsons ' Philosophy."

³² Conley and Woosley, "Teacher Role Stress, Higher Order Needs and Work Outcomes"; Jomud et al., "Teachers' Workload in Relation to Burnout and Work Performance."

³³ Darussalam, "A Systematic Review Of Unfolding Teacher Voices On Advantages And Difficulties In Implementing Merdeka Curriculum."

teachers as agents of change and lifelong learners, enabling a more harmonious alignment between goal achievement and pattern maintenance.

Goal Attainment and the Role of Learning Strategies

The Goal Attainment function in AGIL emphasizes the importance of social systems in formulating and achieving shared goals. In the context of the Independent Curriculum, learning strategies serve as a bridge between curriculum objectives and classroom pedagogical practices. Studies show that effective learning strategies can translate learning objectives into meaningful and measurable learning activities.³⁴

Other literature also emphasizes that the achievement of learning objectives is not only determined by the teacher's pedagogical competence, but also by the extent to which the school's organizational system supports coordination, supervision, and evaluation.³⁵ In the AGIL perspective, failure to achieve learning objectives reflects an imbalance in the system's functions, particularly between the role of teachers and the organizational structure of education.

This demonstrates that the Independent Curriculum offers a significant opportunity to instill local culture-based education that is compatible with the AGIL framework. By positioning schools as institutions that adapt to local wisdom, set goals aligned with community values, maintain integration with the social environment, and pass on cultural patterns to the younger generation, this learning strategy can be an effective medium for strengthening identity and social cohesion.

Conceptually, the study's findings position teacher management as the "connecting link" between the design of the Independent Curriculum and the reality of classroom learning strategies. Systemically oriented teacher management, which focuses on recruitment, professional development, collaborative culture, and instructional leadership, is a determining factor in whether AGIL functions are balanced or imbalanced. Without strengthening this managerial dimension, learning innovations tend to be sporadic and difficult to institutionalize.³⁶

Integration and Literacy: Synergy between Teachers, Schools, and Social Systems

The Integration Function emphasizes the importance of cohesion and coordination between elements within a social system. Studies show that learning strategies act as an integrative medium connecting teachers, students, school policies, and organizational culture. Lack of synergy between

³⁴ Nimastuti, "Analisis Teori AGIL Dalam Pelaksanaan Kurikulum 2013 Di SD Negeri 10 Pangkalpinang."

³⁵ Kurniawan and Wulandari, "Professional Ethics of Elementary School Teachers: Balancing Academic Demands and Students' Emotional Needs."

³⁶ Joben, Rifma, "Manajemen Berbasis Sekolah Dan Kebutuhan Siswa."

these elements often leads to inconsistent implementation of the Independent Curriculum, even though the curriculum has been conceptually designed.³⁷ In this context, teaching staff management is seen as a key factor in maintaining system integration. Innovative learning strategies will struggle to be sustainable without the support of a management system capable of fostering communication, collaboration, and clear role allocation. Therefore, learning integration is not only pedagogical, but also structural and social.

The latency or pattern maintenance function relates to the maintenance of values, norms, and motivation within a social system. Literature shows that the Independent Curriculum brings about value changes in educational practices, such as strengthening independent learning, critical reflection, and lifelong learning.³⁸ Learning strategies act as a means of internalizing these values to students and educators. The latency function (pattern maintenance) relates to how learning strategies in the Independent Curriculum internalize values, norms, and a culture of sustainable learning. AGIL studies in education show that learning strategies consistent with local values, Pancasila character, and an inclusive school culture will strengthen students' identities and prepare them for social change, not simply improve academic performance.

The study's findings confirm that without a consistent and sustainable learning strategy, the values of the Independent Curriculum have the potential to be reduced to mere policy discourse. Therefore, the latency function demands a learning strategy that is not only effective in the short term but also capable of maintaining the continuity of the learning culture within the education system.

Overall, these results and discussion indicate that the learning strategies in the Independent Curriculum function as functional mechanisms within the social education system. Through Talcott Parsons' AGIL perspective, learning strategies are understood as instruments that simultaneously integrate adaptation, goal achievement, social integration, and value preservation. These findings reinforce the novelty of this study by positioning teaching staff management and learning strategies as strategic factors in maintaining the balance between educational organizational stability and learning innovation.

The SLR discussion yielded a conceptual model that demonstrates that learning strategies within the Independent Curriculum aligned with AGIL must meet four requirements: be context-adaptive, have clear objectives, be organizationally integrative, and consistently instill values. This model also addresses a gap in previous research that tended to view learning strategies in technical-pedagogical terms without linking them to the structure and dynamics of the social education

³⁷ Liljedahl and Cai, "Empirical Research on Problem Solving and Problem Posing: A Look at the State of the Art"; Wasilah, "Education in a Functional Structural Perspective and Conflict Regarding Social Relations in Society."

³⁸ Nikmah, "School Analysis Is System Social Perspective By Talcott Parsons."

system as a whole. This model can serve as a basis for further, more empirical research and for developing policies to improve teacher and school capacity.

CONCLUSION

Based on the results of the Systematic Literature Review, this study concludes that learning strategies in the implementation of the Independent Curriculum cannot be understood narrowly as pedagogical techniques in the classroom, but rather as an integral part of the mechanisms of the social system of education. Through the perspective of Talcott Parsons' AGIL theory, learning strategies function to carry out four main functions of the social system: Adaptation, Goal Attainment, Integration, and Latency, which simultaneously determine the sustainability, consistency, and effectiveness of the education system in responding to the dynamics of policy changes and contemporary learning demands.

The study's findings confirm that the success of the Independent Curriculum depends heavily on the ability of learning strategies to adapt to student characteristics, direct the learning process toward achieving curriculum objectives, build integration between teachers, schools, and organizational structures, and maintain the sustainability of learning values and culture. In this context, teacher management plays a key role in bridging curriculum design with classroom learning practices. Therefore, strengthening systemically oriented teacher management is a crucial prerequisite for sustainable learning innovation and maintaining organizational stability.

SUGGESTION and RECOMMENDATIONS

Further research on the SLR "Talcott Parsons' AGIL Perspective Learning Strategy in the Independent Curriculum" should explore empirical implementation gaps, such as the still-dysfunctional AGIL (Adaptation, Goal Attainment, Integration, Latency) barriers in the field. Focus on the local context of Riau for relevance to your interests in education policy and quantitative methodology.

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