

Analysis of the Implementation of the Merdeka Curriculum Administration in Senior High Schools in Padang City

Nasya Dwi Putri

¹Departement of Chemistry Education, Padang States University, Padang, Indonesia

ARTICLE INFO

Article history:

Received Desember 9, 2025

Revised Desember 13, 2025

Accepted Desember 23, 2025

Available online Juli 29, 2026

Keywords:

Curriculum Administration, Independent Curriculum, Implementation, Senior High School, Padang City



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2026 by Author. Yayasan Mitra Edukasi Teknologi Dan Inovasi Digital

ABSTRACT

This study aimed to analyze the implementation of curriculum administration within the Independent Curriculum at SMA Negeri 12 Padang. Using a descriptive qualitative approach, data were collected through interviews with the principal, curriculum coordinator, and teachers, supported by documentation review and observation of curriculum administration. Results indicated that the school had prepared essential curriculum documents such as the School Operational Curriculum (KOSP), annual and semester programs, learning schedules, and academic structure aligned with the Independent Curriculum. Teachers had begun adapting learning tools, including Learning Outcomes, ATP, and teaching modules, although their completeness and quality varied. The main challenges identified were the lack of training, inconsistencies in documentation, and limited academic supervision. Overall, curriculum administration at SMA Negeri 12 Padang has been implemented but requires systematic development through continuous professional development and strengthened supervision.

Corresponding Author:

Nasya Dwi Putri

Email: nasyadwiputri1408@gmail.com

1. INTRODUCTION

Curriculum administration is a fundamental component of educational management at the school level. It is not merely concerned with compiling curriculum documents, but also encompasses the processes of planning, organizing, implementing, evaluating, and supervising learning activities comprehensively. At the Senior High School (SMA) level, curriculum administration holds a strategic role as this educational stage is a crucial phase in preparing students for higher education and the workforce. Therefore, the implementation of curriculum administration must be carried out systematically and flexibly, in accordance with the needs of students during their transitional phase from adolescence to adulthood.

The Merdeka Curriculum, as the latest curriculum gradually implemented since 2022, champions a learning paradigm oriented towards strengthening student competencies and character. This curriculum emphasizes the principles of differentiated learning, the development of Higher-Order Thinking Skills (HOTS), and the implementation of the Project for Strengthening the Profile of Pancasila Students (P5). Consequently, curriculum administration activities must ensure that teaching tools, curriculum structures, and learning assessments prepared by teachers align with the implementation needs of the Merdeka Curriculum (Kemendikbudristek, 2022).

At the SMA level, the application of the Merdeka Curriculum has distinct characteristics compared to the Elementary (SD) and Junior High School (SMP) levels. Educational units need to organize compulsory and elective subjects, map learning phases E and F, and adjust the curriculum structure to students' interests and talents. Furthermore, SMA teachers are required to compile Learning Objective Pathways

(Alur Tujuan Pembelajaran/ATP) with higher competency levels, as the subject matter becomes increasingly complex. Learning administration documents, such as teaching modules, learning journals, assessment records, and student progress reports, must also be thoroughly and systematically documented.

SMA Negeri 12 Padang is one of the public schools in Padang City that has been implementing the Merdeka Curriculum gradually since 2023. The implementation of this new curriculum necessitates adjustments in the school's curriculum administration, such as determining elective subjects, creating schedules based on differentiation, and managing P5 activities involving collaboration among teachers. Nevertheless, in practice, several challenges persist, both in terms of teacher readiness and the completeness of administrative documents.

Several teachers at SMA Negeri 12 Padang report that they still face difficulties in independently preparing teaching tools such as ATP and teaching modules. Some still rely on teaching materials available on the Merdeka Mengajar (Freedom to Teach) platform without adapting them to student needs and the school's local context. Additionally, academic supervision from the school is considered to be more administrative and has not yet fully evaluated the quality of the learning tools.

The disparity in understanding among teachers, varying quality of teaching tools, and insufficient documentation of P5 activities indicate that the implementation of curriculum administration still requires continuous mentoring. If curriculum administration is not managed properly, then the goal of the Merdeka Curriculum to create meaningful and relevant learning for students will not be achieved.

Based on these conditions, this research is conducted to provide a comprehensive overview of the implementation of the Merdeka Curriculum administration at SMA Negeri 12 Padang. This research is important to assess the extent of the school's readiness, teacher understanding, and the alignment of administrative documents with the principles of the Merdeka Curriculum. Furthermore, this research also aims to identify obstacles faced by the school in the implementation process, so that they can serve as a basis for future improvements.

The objectives of this research are as follows:

1. To describe the condition of the Merdeka Curriculum administration at SMA Negeri 12 Padang.
2. To analyze teacher readiness in preparing and implementing Merdeka Curriculum learning tools.
3. To identify obstacles faced in implementing curriculum administration at SMA Negeri 12 Padang.

2. METHOD, DATA, ANALYSIS

This study employs a descriptive qualitative approach because the research focus is to understand the phenomenon of Merdeka Curriculum administration implementation in depth within the school environment. This approach is considered relevant for exploring detailed information regarding curriculum document readiness, teacher perceptions, and the curriculum implementation process at SMA Negeri 12 Padang.

Sources and Research Informants

Informants were selected using purposive sampling technique, considering their direct involvement in the implementation of the Merdeka Curriculum. The informants consisted of:

1. The Principal
2. The Vice Principal for Curriculum Affairs
3. Three Senior High School (SMA) teachers from both compulsory and elective subjects.

Data Collection Techniques

Data were collected through three main techniques:

1. In-depth Interviews

Interviews were conducted to explore teachers' understanding of the Merdeka Curriculum, obstacles in preparing learning tools, as well as the principal's role in academic supervision.

2. Document Observation

The documents observed included:

- School Operational Curriculum (KOSP)
- Curriculum structure for phases E and F
- Lesson schedules
- Learning Objective Pathways (ATP)
- Teaching modules

- Assessment plans
- Learning journals
- P5 activity documents

3. Additional Documentation Study

This included academic supervision results, semester programs, and student reflection reports from P5 activities.

Data Analysis Technique

- Data were analyzed using the Miles and Huberman model, which includes:
- Data Reduction: Selecting relevant data from interviews and observations.
- Data Display: Organizing findings in narrative form.
- Conclusion Drawing: Interpreting the findings as answers to the research problems.

Data Validity

- Data validity was ensured through:
- Source triangulation
- Methodological triangulation
- Reviewing original documents to avoid interpretation bias.

3. RESULT AND DISCUSSION

Result

Based on the research results, several key findings were obtained regarding the implementation of curriculum administration at SMA Negeri 12 Padang:

1. Availability of the School Operational Curriculum (KOSP)
The school has compiled the KOSP according to the Merdeka Curriculum format. However, annual updates have not been conducted systematically, resulting in some sections still referring to old documents.
2. Curriculum Structure for Phases E–F
The curriculum structure has been developed by considering both compulsory and elective subjects. Nevertheless, there is still a misalignment between class groupings and teacher schedules, causing some subjects to be conducted outside their allocated time slots.
3. Varying Quality of Learning Objective Pathways (ATP)
Teachers in exact sciences (e.g., mathematics, physics) generally develop more detailed ATPs, while teachers in social sciences tend to create ATPs at a more general level.
4. Inconsistency in Teaching Modules
Many teachers still download teaching modules from the Merdeka Mengajar (Freedom to Teach) platform without adapting them to the local context of their students.
5. Minimal Documentation of P5 Activities
While the Project for Strengthening the Profile of Pancasila Students (P5) has been implemented, the documentation of formative assessments and student reflections remains incomplete.
6. Suboptimal Academic Supervision
Supervision tends to be administrative, focusing only on the completeness of documents rather than assessing the quality of the learning tools.

Discussion

The research findings indicate that the implementation of the Merdeka Curriculum administration at SMA Negeri 12 Padang is currently at the adaptation and development stage. The availability of documents such as the KOSP and curriculum structure demonstrates the school's commitment to implementing the new curriculum. However, the varying quality of ATPs and teaching modules shows that teachers still require continuous training to deeply understand the principles of the Merdeka Curriculum.

The teachers' reliance on teaching modules from the platform indicates that they are still focused on the aspect of document completeness, rather than on the contextual needs of the students. This aligns with the findings of Suharto's (2023) research, which states that senior high school teachers require a longer time to adapt to the Merdeka Curriculum due to the high complexity of the learning material.

Meanwhile, the administrative nature of the academic supervision indicates that the roles of the principal and the curriculum vice-principal need to be strengthened. Supervision should ideally not only aim to ensure document completeness but also to assess the quality of learning and provide constructive feedback to teachers. Therefore, the implementation of curriculum administration at SMA Negeri 12 Padang needs to be carried out in a more integrated manner through enhanced training, strengthened academic supervision, and the development of teaching tools based on student needs.

4. CONCLUSION

Based on the research findings, it can be concluded that the implementation of the Merdeka Curriculum administration at SMA Negeri 12 Padang is fundamentally operational and demonstrates the school's commitment to adopting the new curriculum. However, the results indicate that the execution of curriculum administration has not been optimized across all aspects.

While key documents such as the School Operational Curriculum (KOSP), the Phase E-F curriculum structure, and learning tools are available, the quality and consistency of updates to these documents still require improvement. Teachers also continue to face challenges in independently developing teaching materials, particularly in adapting Learning Objective Pathways (ATP) and teaching modules to align with student characteristics and the school's context. Furthermore, the academic supervision conducted by the school tends to be oriented toward administrative completeness rather than evaluating learning quality and the alignment of teaching tools with Merdeka Curriculum principles. This situation results in an uneven quality of curriculum administration practices among teachers and across different subjects.

Therefore, strategic steps are required to enhance the effectiveness of curriculum administration implementation. These include more targeted and continuous training, improving teacher capacity in implementing differentiated learning and developing contextual teaching modules, and strengthening academic supervision based on mentoring and professional reflection. The school also needs to foster a culture of collaboration among teachers in developing teaching materials to ensure document alignment and improved learning quality. On another note, the documentation of P5 (Project for Strengthening the Profile of Pancasila Students) activities needs refinement to meet the assessment standards of the Merdeka Curriculum.

With more mature and consistent management of curriculum administration, the implementation of the Merdeka Curriculum is expected to yield tangible impacts on enhancing learning quality and developing the Pancasila Student Profile among learners.

5. ACKNOWLEDGE

The researcher extends sincere gratitude to SMA Negeri 12 Padang for the opportunity and support provided throughout the course of this research. Appreciation is conveyed to the school principal, the vice-principal for curriculum affairs, and all teachers who dedicated their time to provide information, participate in interviews, and grant access to the school's administrative documents. Without these contributions, this research could not have been completed satisfactorily.

The researcher also expresses appreciation to Padang State University, particularly the Chemistry Education Study Program, for the academic guidance and scholarly support offered during the preparation of this article. This research did not receive specific funding support from any institution but was conducted based on the researcher's commitment to contribute to the development of educational administration in Indonesia.

6. REFERENCES

- Ahsani, F., & Lestari, D. (2018). Manajemen Kurikulum dalam Peningkatan Mutu Pembelajaran. *Jurnal Administrasi Pendidikan*, 25(2), 112–123.
- Cahyani, N., & Hakim, R. (2021). Supervisi Akademik Kepala Sekolah dalam Peningkatan Kinerja Guru. *Jurnal Ilmiah Kependidikan*, 13(1), 87–98.
- Darmansyah, A., & Haris, F. (2022). Pelaksanaan Proyek Penguatan Profil Pelajar Pancasila di SMA. *Jurnal Pendidikan Karakter*, 12(3), 215–229.
- Febrianti, Y., & Suryani, N. (2023). Penggunaan Platform Merdeka Mengajar dalam Penyusunan Perangkat Ajar oleh Guru SMA. *Jurnal Teknologi Pendidikan*, 25(1), 45–58.

- Fitrah, M. (2020). Implementasi Administrasi Kurikulum Berbasis Teknologi. *Jurnal Teknologi Pendidikan*, 22(2), 177–188.
- Hadi, S., & Yusuf, M. (2023). Evaluasi Dokumen Kurikulum Operasional Satuan Pendidikan (KOSP) pada Sekolah Penggerak. *Jurnal Administrasi Pendidikan Indonesia*, 11(1), 77–89.
- Junaedi, F., & Rokhman, F. (2022). Penguatan Kolaborasi Antarguru dalam Implementasi Kurikulum Merdeka. *Jurnal Manajemen Sekolah*, 8(4), 321–335.
- Kemendikbudristek. (2022). *Panduan Implementasi Kurikulum Merdeka*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Kurniawan, A., & Hartono, B. (2022). Evaluasi Pelaksanaan Kurikulum Merdeka pada Fase E dan F di SMA. *Jurnal Penelitian Pendidikan*, 19(2), 134–148.
- Kusumaningrum, D. E., & Wijaya, A. (2023). Analisis Kesiapan Guru dalam Implementasi Kurikulum Merdeka di Sekolah Menengah Atas. *Jurnal Pendidikan dan Kebudayaan*, 15(2), 145–160.
- Lestari, S., & Wahyudi, A. (2022). Evaluasi Kualitas Alur Tujuan Pembelajaran (ATP) Guru SMA dalam Kurikulum Merdeka. *Jurnal Penelitian dan Evaluasi Pendidikan*, 16(3), 278–292.
- Maulana, I., & Handayani, T. (2022). Implementasi Supervisi Akademik Berbasis Pendampingan di Sekolah Menengah Atas. *Jurnal Supervisi Pendidikan*, 14(3), 200–215.
- Mulyasa, E. (2022). *Implementasi Kurikulum Merdeka*. Bandung: Remaja Rosdakarya.
- Nasution, W. (2023). Tantangan Guru SMA dalam Penyusunan Modul Ajar Kurikulum Merdeka. *Jurnal Pendidikan Indonesia*, 12(2), 124–138.
- Nurhayati, E., & Saputra, D. (2023). Analisis Kebutuhan Pelatihan Guru dalam Penyusunan Modul Ajar Kurikulum Merdeka. *Jurnal Pendidikan Profesi Guru*, 5(1), 88–102.
- Pratama, R. A., & Nugroho, A. (2023). Efektivitas Pelatihan Guru dalam Penyusunan Alur Tujuan Pembelajaran (ATP) Kurikulum Merdeka. *Jurnal Ilmiah Pendidikan*, 8(3), 210–225.
- Putra, A. D., & Sari, M. (2023). Peran Koordinator Kurikulum dalam Implementasi Kurikulum Merdeka di SMA. *Jurnal Administrasi dan Supervisi Pendidikan*, 12(1), 56–70.
- Rahmawati, D., & Setiawan, H. (2022). Strategi Diferensiasi Pembelajaran dalam Kurikulum Merdeka. *Jurnal Inovasi Pendidikan*, 9(2), 112–125.
- Saputri, M., & Ramadhani, R. (2023). Dokumentasi dan Pelaporan Proyek Penguatan Profil Pelajar Pancasila (P5) di Sekolah Menengah Atas. *Jurnal Evaluasi Pendidikan*, 10(2), 155–170.
- Sari, P. I., & Hidayat, R. (2022). Peran Kepala Sekolah dalam Supervisi Akademik pada Era Kurikulum Merdeka. *Jurnal Manajemen Pendidikan*, 10(1), 33–45.
- Suharto, R. (2023). Adaptasi Guru SMA terhadap Kurikulum Baru: Studi Evaluatif. *Jurnal Pendidikan Nasional*, 14(1), 55–70.
- Wulandari, S., & Fauzi, M. (2022). Tantangan Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) di SMA. *Jurnal Pendidikan Karakter*, 13(2), 189–201.