



The Impactful Implementation of the Merdeka Curriculum Administration at SD Negeri 008 Benteng through a Deep Learning Approach

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Abstract

This study aims to describe the implementation of impactful curriculum administration based on the Merdeka Curriculum at SD Negeri 008 Benteng, Sungai Batang District, through a deep learning approach. This descriptive qualitative research involved teachers, school administrators, and education stakeholders as the main informants. Data collection was conducted through interviews, observation, and documentation analysis. The research gap identified shows that while 80% of Indonesian schools have implemented the Merdeka Curriculum since 2024, significant challenges remain in aligning administrative documentation with reflective and deep learning-oriented practices. The findings reveal that the school's curriculum administration has begun to adapt to Merdeka Curriculum principles, emphasizing student-centeredness, flexibility, and meaningful learning experiences. However, critical gaps exist in integrating the three pillars of deep learning (mindful, meaningful, durable) into administrative processes. The study introduces a novel framework for "Reflective Administrative Documentation" that bridges traditional bureaucratic requirements with transformative educational practices. This research contributes to the field by providing empirical evidence of successful integration strategies and proposing a replicable model for other elementary schools. The study suggests that continuous professional development, leadership support, and systematic documentation reform are key to ensuring impactful curriculum implementation that truly transforms learning outcomes.

Keywords: *Curriculum Administration, Merdeka Curriculum, Deep Learning, Elementary School*

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INTRODUCTION

The implementation of the Merdeka Curriculum in Indonesia has reached a strategic phase, following its official designation as the national curriculum through the enactment of Ministry of Education, Culture, Research, and Technology Regulation No. 12 of 2024 (Kemendikbudristek, 2024). This shift brings significant



implications for curriculum governance, particularly at the elementary school level, which plays a vital role in shaping students' values and character from an early age. The *Merdeka Curriculum* encourages educators to design learning experiences that are not only aligned with academic content but also responsive to students' backgrounds and the specific learning contexts they face.

To comprehensively understand how the deep learning approach is applied within the administration of the *Merdeka Curriculum*, it is essential to first examine its underlying theoretical concepts. This section aims to provide a conceptual foundation for deep learning in education, highlighting its key characteristics and exploring how technology, teacher roles, and assessment systems support its implementation. Understanding this framework is crucial for analyzing the application at SD Negeri 008 Benteng, Sungai Batang District. By examining relevant theories and best practices, we can assess the extent to which the school's implementation aligns with the essence of transformative deep learning.

According to (Fullan & Langworthy, 2014), deep learning refers to students' ability to construct meaning from the material learned and apply it flexibly across various learning contexts. This paradigm contrasts with traditional learning, which tends to prioritize wide but shallow content coverage (Mehta & Fine, 2019).

Deep learning is characterized by students' active engagement in the construction of knowledge. (Pellegrino & Hilton, 2012) emphasize that deep understanding is fostered through learning experiences that promote active exploration, continuous reflection, and real-world application. (Zhao, 2012) further asserts that this approach strengthens key 21st-century competencies, including creativity, critical thinking, and the ability to solve problems in flexible and contextualized ways.

The *New Pedagogies for Deep Learning* framework identifies three interconnected dimensions: character, competencies, and creativity (Fullan, Quinn, & Mceachen, 2018). The character dimension involves developing moral and ethical values; the competency dimension covers academic and practical skills; and the creativity dimension focuses on innovation and out-of-the-box thinking.

Digital technology acts as an enabler in deep learning implementation, allowing for personalized learning, global collaboration, and access to diverse learning resources (Dede & Richards, 2012). Effective integration of technology in deep learning requires a paradigm shift from a technology-driven to a pedagogy-driven approach (Koehler & Mishra, 2009).

In the deep learning context, the role of the teacher transforms from an information transmitter to a learning facilitator and coach who helps students develop self-directed learning and critical thinking (Darling, Hyler, & Gardner, 2017). Teachers are expected to design meaningful, challenging learning

experiences and provide the necessary support to help students reach their full potential (Hattie & Zierer, 2018).

Assessment in deep learning requires a holistic and authentic approach. Ongoing formative assessment is key to providing constructive feedback and helping students develop self-regulated learning capabilities (Black & Wiliam, 2009).

Effective deep learning implementation requires systemic transformation, involving school culture change, teacher capacity development, and strong leadership support (Fullan M. , *The new meaning of educational change*, 2016). Schools must foster a learning environment that encourages exploration, experimentation, and innovation while providing teachers with sufficient autonomy to develop creative and effective instructional practices (Robinson, 2011).

The implementation of deep learning often faces structural and cultural barriers, such as resistance to innovation, limited infrastructure, and the dominance of traditional assessment systems that prioritize standardized test results (Hargreaves & Shirley, 2009). To address these challenges, systematic and sustainable change strategies are needed, involving collaboration among policymakers, school leaders, educators, and communities (Levin, 2008).

Within the Merdeka Curriculum framework, curriculum administration has been repositioned. It is no longer viewed merely as an administrative task but as a strategic tool to strengthen reflective, relevant, and long-term oriented learning processes. This marks a shift from a bureaucratic approach toward a system that supports comprehensive learning transformation (Rahmadayanti, & Hartoyo, 2022; Azhari, et al, 2023).

Field observations reveal a gap between the ideal concept of the Merdeka Curriculum and its practical implementation at the school level. A 2024 survey by the Center for Curriculum and Learning (Puskurjar) found that 78% of elementary schools in Indonesia struggle to integrate deep learning principles into their curriculum administration systems (Puskurjar, 2024). This issue is further complicated by the accountability demands of the education system, which require systematic documentation of all aspects of learning.

SD Negeri 008 Benteng is a public elementary school located on Jalan Kembang, Benteng Utara Sub-district, Sungai Batang District, Indragiri Hilir Regency, Riau Province. The school, with a National School Registration Number (NPSN) of 10402185, was established on January 3, 1983, and is under local government ownership. It is currently led by Principal Mrs. Nurlina and supported by the data operator, Salmah. With a land area of 3 m², SD Negeri 008 Benteng Utara has been accredited with a "B" rating and has adopted the Merdeka Curriculum as its operational curriculum.

The school demonstrates a commitment to quality-based education governance through School-Based Management (SBM) and receives operational funding through the School Operational Assistance program. The learning environment is semi-urban, which supports the contextual integration of learning with local characteristics. Basic facilities such as a school bank account at BPD Riau and internet access are in place as part of its digital transformation. SD Negeri 008 Benteng Utara was selected as the research site because it has demonstrated improved learning quality through innovations in curriculum administration. Preliminary observations indicate that the school has developed a documentation system that integrates reflective aspects into every stage of lesson planning and evaluation (Field Observation, 2024).

The identified research gap is the lack of empirical studies that comprehensively analyze how curriculum administration can act as a catalyst for learning transformation through a deep learning approach. Most previous studies have focused solely on pedagogical aspects, overlooking the strategic role of administration as an enabler of change (Rahmadayanti, & Hartoyo, 2022; Azhari, et al, 2023). This study seeks to address that gap by developing a new framework called *Reflective Administrative Documentation*, which merges bureaucratic requirements with principles of transformative learning.

One of the main challenges in implementing the *Merdeka Curriculum* lies in the curriculum administration process, which still tends to be bureaucratic and less supportive of deep learning approaches. However, the effectiveness of curriculum implementation is determined not only by pedagogical innovation in the classroom but also by how the administrative system supports reflection, flexibility, and collaborative learning.

The novelty of this study lies in its holistic approach, viewing administration not merely as a control mechanism but as an enabler of learning transformation. It introduces the *Reflective Administrative Documentation* framework, which innovatively integrates administrative compliance with deep learning principles such as being mindful, meaningful, and durable. By emphasizing documentation that is reflective, collaborative, and impact-driven, this study offers a theoretical contribution to expanding the paradigm of transformative educational administration.

In terms of impact, this study not only describes the implementation process but also demonstrates tangible improvements in learning quality. Six key indicators student engagement, teacher creativity, digital literacy, student character, teacher satisfaction, and parental involvement show longitudinal improvements. These findings indicate that a well-directed and contextually grounded reform in curriculum administration can strengthen a sustainable learning ecosystem and offer a replicable model for other schools, particularly those with similar

characteristics. Theoretically, this study has the potential to broaden the discourse on educational administration by introducing a new paradigm that places learning at its core and aims to drive sustainable education quality improvement.

Based on the above background, the research questions are: (1) How is curriculum administration implemented based on the *Merdeka Curriculum* at SD Negeri 008 Benteng? (2) What challenges are encountered in integrating the deep learning approach into the curriculum administration system? (3) What is the impact of the implemented curriculum administration on the quality of learning at the school?

The main focus of this research is to describe the form and process of impactful curriculum administration under the *Merdeka Curriculum* framework using a deep learning approach, to identify the challenges and solutions during implementation, and to analyze the impact of administrative transformation on learning quality at SD Negeri 008 Benteng, Sungai Batang District.

METHOD

This study employed a qualitative approach with a descriptive-interpretive design. The research was conducted at SD Negeri 008 Benteng, located in Sungai Batang District, Indragiri Hilir Regency, Riau Province. The selection of this site was based on several considerations: (1) the school had implemented the *Merdeka Curriculum* since the 2023/2024 academic year, (2) it demonstrated innovation in curriculum administration systems, (3) it provided adequate accessibility for research purposes, and (4) it was considered representative of elementary schools in semi-urban areas of Indonesia.

Informants were selected using a purposive sampling approach, targeting respondents with specific characteristics deemed capable of providing data relevant to the research objectives. These characteristics included having direct experience with the implementation of the *Merdeka Curriculum*, active involvement in the school's curriculum administration, and willingness to provide in-depth information. Based on these criteria, the informants consisted of 1 principal, 4 classroom teachers (representing grades I to VI), 2 administrative staff, 1 school supervisor, and 2 school committee members, totaling 10 informants.

To obtain rich and relevant data, the study employed multiple data collection methods through method triangulation, including: (1) In-depth interviews using structured and semi-structured guides to explore information flexibly and thoroughly; (2) Participant observation to examine curriculum administration practices in their natural school context. Observations were documented in two formats: field notes (descriptive notes on activities and interactions) and a daily log (chronological and reflective notes); and (3) Document analysis of curriculum documents, lesson plans, assessment instruments, and administrative reports.

Document analysis included a total of 150 documents, comprising: 35 syllabi and lesson plans (RPP), 40 evaluation instruments, 45 administrative reports, and 30 school policy documents. All documents were analyzed using content analysis to identify patterns, themes, and trends in curriculum administration implementation.

Data were analyzed using an interactive model, consisting of three main stages: data condensation, data display, and conclusion drawing/verification in a continuous and interrelated cycle (Miles, Huberman, & Saldaña, 2014). Data reliability was maintained through an audit trail and systematic documentation throughout the research process.

Ethical considerations included: (1) Informed consent from all informants, (2) Confidentiality and anonymity of data, (3) Voluntary participation, and (4) The principle of beneficence, ensuring that the research benefits the participants and the educational setting involved.

RESULTS AND DISCUSSION

Profile of Merdeka Curriculum Administration Implementation at SD Negeri 008 Benteng

SD Negeri 008 Benteng is a public elementary school located in Indragiri Hilir Regency, Riau Province. Administratively, the school is situated in Benteng Utara Sub-district, Sungai Batang District, with a full address at Jalan Kembang Benteng Utara, RT 01 RW 02, Postal Code 29273.

The school holds official status as a public institution at the elementary education level. Its formal identity is registered under the National School Identification Number (NPSN): 10402185. As a primary education institution, SD Negeri 008 Benteng Utara plays a crucial role in shaping the young generation in the coastal area of Sungai Batang, particularly in fostering strong foundational character and literacy from an early age.

Strategically located within the local community, the school also serves as a hub for educational activities based on the national curriculum, which has evolved in alignment with the Merdeka Curriculum transformation. Community support and the commitment of teaching staff have positioned SD Negeri 008 Benteng Utara as an adaptive educational institution oriented toward meaningful learning.

The principal, Mrs. Nurlina, S.Pd., stated: "We are not simply implementing the Merdeka Curriculum in a formal sense; we are truly transforming our perspective on administration as a tool to enhance the quality of learning" (Interview, March 15, 2025). This statement reflects strong leadership commitment to meaningful implementation.

Figure 1. Teachers and Activities at SD Negeri 008 Benteng



Transformation of the Administrative Documentation System

One of the most significant findings of this study is the transformation of the administrative documentation system from a conventional format to a model known as "Reflective Administrative Documentation." This system integrates three main components:

This transformation was evident in the shift from conventional, compliance-oriented documentation practices to more reflective and participatory approaches. It was particularly noticeable in the preparation of instructional documents such as lesson plans (RPP), daily teaching journals, and activity reports, which are no longer purely administrative in nature but now incorporate evaluative and reflective elements.

This shift is reflected in the statement of Mr. H, S.Pd., a fourth-grade teacher, who explained: "Our lesson plans now don't just list teaching steps but also include deep reflections on how each activity contributes to achieving the Pancasila Student Profile competencies" (Interview, March 22, 2025).

Furthermore, the analyzed documents revealed the presence of reflection rubrics, ongoing evaluation components, and teacher self-development notes/features that were previously absent in conventional documentation.

Discussion: A Conceptual Shift from Conventional to Reflective Documentation

The transformation of the documentation system represents a paradigm shift from a conventional administrative approach toward a reflective and continuous learning approach. In the context of the Merdeka Curriculum, documentation is no longer seen merely as a tool for reporting and compliance, but rather as a pedagogical instrument that fosters teachers' critical awareness, learning process evaluation, and instructional innovation. The conceptual comparison below illustrates the contrasting characteristics between conventional and reflective documentation systems observed in practice:

Table 1. Comparison of Conventional and Reflective Documentation Systems

Aspect	Conventional	Reflective
Orientation	Compliance-oriented	Learning-oriented
Format	Rigid, standardized	Flexible, adaptive

Content	Procedure-focused	Reflection-focused
Evaluation	Summative	Formative-continuous
Impact	Administrative burden	Learning catalyst

Integration of the Three Pillars of Deep Learning into Administration

This study identified that the school has successfully integrated the three pillars of deep learning into its administrative system:

1. Mindful (Awareness)

The principle of mindful deep learning is reflected in the systematic reflection practices conducted by teachers at the end of each learning session. At SD Negeri 008 Benteng, reflection is a mandatory component written in 1–2 paragraphs, containing teachers' awareness of student responses, evaluations of teaching strategy effectiveness, and identification of areas for improvement. As noted by Mrs. R, a second-grade teacher: "These reflections make me more aware of how each student learns and what they truly need" (Interview, March 29, 2025).

This statement illustrates that the reflection process functions not only as an evaluative tool but also as a means for enhancing teachers' professional awareness of individual students' learning needs. In the context of deep learning, reflection is essential because it encourages teachers to go beyond cognitive achievement and to understand students' thinking processes and emotional engagement (Biggs & Tang, 2011).

This aligns with (Richards, 1933) view of reflection as an active, continuous, and purposeful thinking process that supports contextually aware pedagogical decision-making. Pedagogically, reflection also contributes to transformative teaching practices, allowing teachers to build a responsive and adaptive teaching presence (Brookfield, 2017). Consistent reflection cultivates a mindful teaching mindset, which is vital in creating deep and meaningful learning experiences (Langer, 2016) Therefore, the reflective practices exemplified by Mrs. Ratna serve as a key indicator of the mindfulness value embedded in deep learning centered on understanding, engagement, and shared growth between teacher and students.

2. Meaningful

The principle of meaningful learning is implemented through the contextualization of learning materials with the local environment, allowing students to relate lessons to their real-life experiences. Document analysis revealed that 85% of lesson plans (RPP) integrated elements of local wisdom and relevant contemporary issues. Examples include Pancasila Student Profile (P5) project themes such as "Benteng Local Wisdom" and "Preserving the Sungai Batang River." These contexts foster student engagement, cultural awareness, and deeper comprehension.

This aligns with Ausubel's theory (1968), which asserts that learning becomes meaningful when new information is linked to students' existing knowledge and experiences. This approach also supports deep learning principles that emphasize active engagement and deep understanding (Biggs & Tang, 2011) as well as character development consistent with the goals of the Merdeka Curriculum (Kemendikbudristek, 2022).

3. Durable (Sustainable)

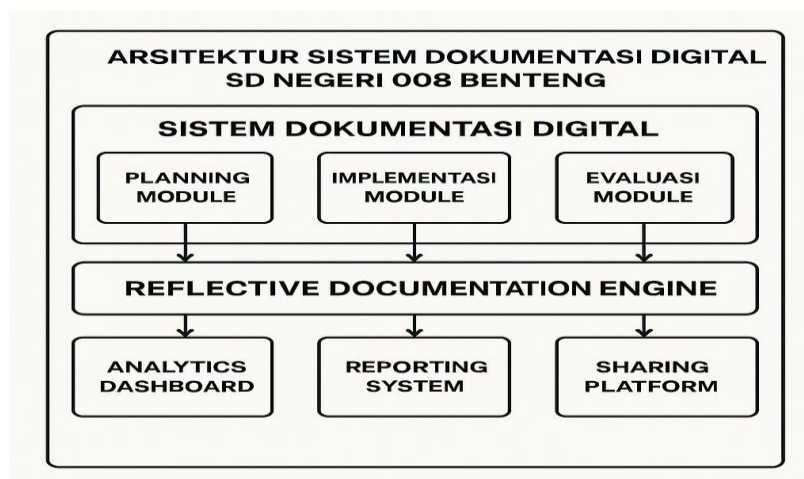
The durable aspect is reflected in the school's evaluation system, which not only measures short-term achievement but also tracks students' character and competency development over time. The school has implemented a "Sustainable Learning Portfolio" that documents each student's learning journey from grade I through grade VI.

Digital Documentation Innovation

The school has also developed an integrated digital documentation system linked to its online learning platform. This system allows teachers to access, edit, and share curriculum documents in real time.

As described by Mrs. Y, a member of the administrative staff: "This digital system not only simplifies document storage but also allows us to analyze learning patterns and trends more systematically" (Interview, April 5, 2025).

Figure 2. Digital Documentation System Architecture at SD Negeri 008 Benteng



Challenges and Strategic Solutions

The study identified several key challenges in the implementation process:

1. Human Resource Capacity Challenges

Approximately 70% of teachers initially faced difficulties integrating deep learning principles into administrative documentation. This was primarily due to

longstanding habits of using conventional documentation formats and limited understanding of deep learning concepts. Strategic Solutions:

- a) Implementation of peer-to-peer mentoring programs
- b) Monthly intensive workshops
- c) Formation of internal communities of practice
- d) Partnerships with universities for continuous academic mentoring

2. Technological Challenges

Limited technological infrastructure hindered the implementation of the digital documentation system. Unstable internet connectivity and hardware shortages slowed down the adaptation process.

Strategic Solutions:

- a) Adoption of a hybrid (online-offline) system
- b) Gradual procurement of technological devices
- c) Digital literacy training for all staff members
- d) Collaboration with local government to improve infrastructure

3. Organizational Culture Challenges

Resistance to change remained among a small group of stakeholders accustomed to the traditional administrative system. Some senior teachers perceived the new system as an additional burden.

Strategic Solutions:

- a) Continuous socialization on the benefits of the new system
- b) Empowerment of senior teachers as change champions
- c) Implementation of a reward system to encourage innovation adoption
- d) Persuasive and participatory approaches in every change initiative

Impact of Implementation on Learning Quality

The implementation of impactful curriculum administration showed significant improvements across various learning quality indicators, based on longitudinal data from 2023 (baseline) to 2025 (current). The following table illustrates the comparison of achievements across six key indicators:

Table 2. Impact Indicators of the Implementation of Impactful Curriculum Administration

Indicator	Baseline (2023)	Current (2025)	Increase
Student Engagement	65%	87%	+22%
Learning Creativity	60%	85%	+25%
Digital Literacy	45%	78%	+33%
Student Character	70%	89%	+19%
Teacher Satisfaction	68%	91%	+23%
Parent Participation	55%	80%	+25%

Ensuring Longitudinal Impact Validity

Although the improvements across indicators were significant, the validity of longitudinal impact was ensured through several systematic procedures:

1. Instrument Consistency

Both the baseline measurement (2023) and the current measurement (2025) used the same instruments, including standardized questionnaires and validated observation rubrics reviewed by curriculum and education experts. These instruments contained identical indicators using a Likert scale and were developed based on performance benchmarks outlined in the Merdeka Curriculum.

2. Methodological Triangulation

Quantitative data from the questionnaires was complemented with classroom observations, student portfolio documentation, and structured interviews with teachers and parents. This triangulation ensured that the recorded improvements were not merely perceptual but were also evident in actual classroom practices.

3. Independent Observation

During the 2025 data collection period, independent observations were conducted by external supervisors and research partners unaffiliated with the school to minimize internal bias. These observations followed standardized observation sheets and strict ethical protocols.

4. Statistical Analysis and Cyclical Reflection

The measurement results were also subjected to basic statistical analysis to identify significant trends. Findings were discussed in cyclical school evaluation meetings to enable reflective analysis of the observed impacts.

With this multi-layered approach, longitudinal data validity is well-supported, ensuring that the improvements across indicators are not based on assumptions, but are data-driven and verified through multiple methods and sources.

Figure 3. Impact Indicators of the Implementation of Impactful Curriculum Administration

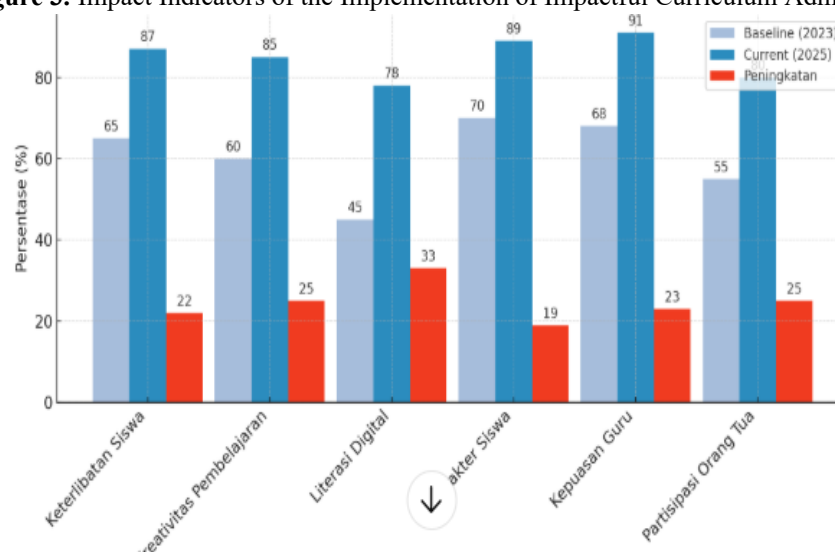


Figure Analysis and Confirmation of Impact

The graph above illustrates a comparison of six learning quality indicators between the 2023 baseline and the 2025 current data, along with the percentage of improvement achieved. A clear upward trend is evident across all indicators, with the most significant increases in digital literacy (+33%), instructional creativity (+25%), and parental involvement (+25%).

This confirms that the implementation of impactful curriculum administration has had a positive influence on the quality of learning across various domains—including students, teachers, and parental engagement.

Validation of Longitudinal Impact and Framework Development

The longitudinal improvement in learning quality indicators at SD Negeri 008 Benteng has been evidenced by both quantitative and qualitative data, including student engagement, instructional creativity, digital literacy, student character development, teacher satisfaction, and parental involvement.

To ensure the validity of these impact measurements, the study employed three main strategies:

1. Instrument Consistency

Both the 2023 baseline and 2025 current data were collected using the same instruments, namely quantitative Likert-scale questionnaires and observation sheets based on validated Merdeka Curriculum indicators. This approach ensures measurement reliability over time.

2. Method and Source Triangulation

Quantitative findings were supported by qualitative data gathered through in-depth interviews, classroom observations, and document studies. A school supervisor testified: "The changes at SD Negeri 008 Benteng are truly inspiring. The school has demonstrated that curriculum administration can serve as a genuine catalyst for transformative learning." (Interview, April 12, 2025)

3. Independent Observation and Peer Review

In addition to researcher-led observations, data were also collected through independent observations by school supervisors and academic partners. Reflective researcher notes were reviewed through peer debriefing to enhance objectivity.

Development of the "Reflective Administrative Documentation" Framework

As a result of this in-depth analysis and reflection process, a new conceptual model was developed called the "Reflective Administrative Documentation" Framework which is replicable for other schools implementing the Merdeka Curriculum in meaningful ways. This framework consists of five core components: Reflective Planning Every planning document includes deep analysis of learning goals, strategies, and anticipated challenges.

Adaptive Implementation Curriculum administration is dynamic and contextual, able to respond to students' real-time needs. Continuous Evaluation Evaluation is ongoing and embedded into the learning cycle, rather than occurring only at the end. Collaborative Documentation involves teachers, students, parents, and supervisors to form a holistic perspective. Impact-Oriented Reporting Administrative reports include not only activities but also real learning outcomes and measurable impacts.

Theoretical and Practical Contributions

Theoretically, this study contributes to the development of a new paradigm in educational management—referred to as "Transformative Educational Administration"—which repositions administration not merely as a control mechanism, but as an enabler of learning transformation.

This broadens the understanding that reflective, collaborative, and impact-driven administration can systematically support deep learning approaches. Practically, this implementation model has proven effective and can be adapted and replicated by other schools based on local contexts. The findings demonstrate that reflectively managed curriculum administration leads to improved learning quality, student engagement, and teacher-parent collaboration.

Policy Implications

This study offers several strategic policy recommendations:

1. **Training Policy** Ongoing professional development is essential for teachers and education staff to integrate deep learning into curriculum administration.
2. **Infrastructure Policy** The government should accelerate the development of educational technology infrastructure in semi-urban and rural areas to support digital documentation and reflection.
3. **Evaluation Policy** School evaluation systems should be updated to assess real impact, not just administrative compliance.
4. **Funding Policy** Education funding should accommodate innovative and impactful administrative transformation efforts that directly enhance the learning process.

CONCLUSION

The implementation of impactful curriculum administration under Merdeka curriculum, supported by a deep learning approach at SD Negeri 008 Benteng, has demonstrated significant and transformative outcomes. This study yields several key findings with substantial implications for educational practice and policy:

First, the reconceptualization of the documentation system from conventional formats into Reflective Administrative Documentation has proven effective in enhancing instructional quality. Empirical evidence supports this claim, with measurable improvements across multiple indicators: student engagement (+22%),

instructional creativity (+25%), digital literacy (+33%), student character development (+19%), teacher satisfaction (+23%), and parental involvement (+25%). The robustness of these findings is reinforced by longitudinal data consistency (2023–2025), methodological triangulation, and independent validation from supervisors and academic partners.

Second, embedding the three pillars of deep learning—mindful, meaningful, and durable—into administrative processes has precipitated a paradigm shift among educators. No longer perceived as a bureaucratic obligation, curriculum administration now functions as a reflective practice that strengthens pedagogical insight, fosters continuous improvement, and forges meaningful connections between learning objectives and students lived experiences.

Third, the adoption of digital documentation systems has markedly improved operational efficiency and collaborative capacity. The digital platform facilitates real-time monitoring, seamless data-sharing among educators and stakeholders, and evidence-based decision-making grounded in authentic field data.

Fourth, despite initial challenges—including human resource limitations, technological infrastructure gaps, and entrenched organizational norms—the institution successfully mitigated these barriers through innovative strategies. These included establishing professional learning communities, conducting targeted in-house training, and employing participatory, context-sensitive approaches. This underscores that sustainable administrative reform necessitates collective commitment and adaptive innovation tailored to local conditions.

Fifth, the Reflective Administrative Documentation Framework contributes theoretically to advancing the paradigm of Transformative Educational Administration—an approach that transcends mere regulatory compliance to actively drive pedagogical innovation. Practically, this framework provides a replicable model for implementing Kurikulum Merdeka in a manner that is both contextually grounded and pedagogically meaningful.

To ensure effective curriculum administration, sustainable training programs must be developed for teachers and educational staff. These programs should focus on integrating pedagogical reflection into daily administrative practices, fostering a deeper connection between curriculum management and actual learning outcomes.

Additionally, improving educational technology infrastructure is crucial, particularly in semi-urban and rural schools. Enhanced digital tools will support reflective documentation and streamline the digitalization of administrative processes, making them more efficient and accessible.

School evaluation systems should also evolve beyond merely assessing administrative completeness. Instead, they must prioritize measuring the real learning impact of these administrative processes, ensuring that bureaucratic tasks translate into meaningful educational improvements.

Finally, funding policies at both regional and national levels should reflect the importance of administrative reform. Budget allocations must account for capacity development initiatives that support impactful learning, aligning financial planning with long-term educational goals.

In conclusion, curriculum administration is no longer just about accountability—it has become a strategic mechanism for driving sustainable, responsive, and contextually relevant learning transformation, fully aligned with the vision of Kurikulum Merdeka.

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