



## The Role of School Administration Staff in Supporting the Implementation of The Kurikulum Merdeka

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**Abstract:** Indonesian education by implementing the Merdeka Curriculum is an important step in education reform. The Merdeka Curriculum aims to provide freedom in the learning and teaching process and prioritize the development of students' individual characters, skills and interests. School administrators are not only in charge of administrative aspects but also play a role as the main driver in fostering a conducive learning atmosphere. They play an important role in bridging curriculum policies and practices in the field, assisting teachers, students and parents in implementing Merdeka Curriculum principles. In implementing Merdeka Curriculum, school administrators function as facilitators who create a positive learning environment and support student development. Therefore, it is important to raise awareness about their roles and responsibilities in supporting the implementation of the Merdeka Curriculum. Another challenge faced by administrative personnel is the lack of training and resources to carry out their duties effectively.

**Keyword:** Independent Curriculum, Role of School Administrators, Support of School Administrators.

### Introduction

Indonesian education by implementing the Merdeka Curriculum is an important step in education reform. The goal itself is to provide freedom in the learning and teaching process. The Merdeka Curriculum provides a student-centered approach, prioritizing the development of character, skills, and individual interests (Wahyudin et al., 2024). The student-centered approach in the Merdeka Curriculum allows students to be actively involved in the learning process. Students are given the opportunity to choose material that suits their interests, so as to increase their motivation and involvement in learning. Thus, they are not only recipients of information, but also active extractors of knowledge. Research shows that when students are actively involved in learning, their academic outcomes tend to improve (Savitri et al., 2020). However, despite the vital role of administrative personnel, their contributions are often less visible and overlooked. Many parents and communities do not realize how important the role of administrative personnel is in supporting educational success. Therefore, it is important to raise awareness about their roles and responsibilities in supporting the implementation of Merdeka Curriculum.

Another challenge faced by administrative personnel is the lack of training and resources to carry out their duties effectively. In many cases, they may not have sufficient understanding of the latest curriculum policies or how best to support teachers and students. Therefore, a comprehensive training program is needed to empower administrators to optimally perform their roles.

School administrators are not only in charge of administrative aspects but also act as prime movers in fostering a conducive learning atmosphere. They play an important role



in bridging curriculum policy and practice in the field, assisting teachers, students and parents in implementing Merdeka Curriculum principles. Research shows that administrative personnel have a wide range of responsibilities, including organizing, managing and other administrative support, which are critical to educational success. Administrators serve as facilitators who create a positive learning environment and support student development. “School administrators play a key role in creating a conducive learning atmosphere through efficient administrative support” (Ulfah, 2023). They act as a bridge between education policy and implementation on the ground, which is crucial for the successful implementation of Merdeka Curriculum. “School administrative personnel play an important role in bridging curriculum policy with practice in the field” (Savitri et al., 2020). Administrative personnel assist teachers in various administrative tasks, allowing teachers to focus on teaching and interacting with students. “With the support of administrative personnel, teachers can concentrate more on the learning process” (Pahlawan, 2023). Thus, school administrators have a very vital role in supporting the successful implementation of the curriculum and creating a supportive learning environment for all learners.... With a deep understanding of the Merdeka Curriculum, administrative personnel can contribute to designing extracurricular activities, managing student data and information, and communicating with parents.

## Method

The analytical strategy or methodology in this study involves the application of a thorough and comprehensive literature review technique. The analytical approach of this research utilizes various tools to conduct a literature review that aims not only to describe the existing knowledge on a particular topic but also to identify knowledge gaps and seek justification for completed studies or even to inspire new research ideas.

The literature review itself is a detailed description of the research conducted on a particular issue, providing the theoretical and empirical foundation for the ongoing study. Various sources can be accessed to support this research, including academic books, scientific journals, official documents, websites, and libraries (Nuraini et al., 2022). This literature study approach involves a series of important tasks, such as collecting reading materials from various sources, reading and taking careful notes, and conducting intensive literature searches through relevant sources. In the writing process, the style used focuses on synthesizing previous studies that are directly related to the topic or issue being discussed, a method generally known as a literature review.

In this article, the researcher organizes and evaluates relevant research findings on the role of school administrators in supporting the implementation of Merdeka Curriculum. This process also involves efforts to collect and synthesize various theories that address related issues, which are then used as a foundation for building arguments to support research conclusions (Marzuki, 2022). In addition, the researcher applied analytical methods, including analyzing the sources of information obtained through the compilation of pre-existing literature. Thus, these steps assist researchers in analyzing and collecting the data needed to compile and complete articles on the role of school administration personnel in supporting the implementation of Merdeka Curriculum in a comprehensive and systematic manner.



## Result and Discussion

### Result

Administrative personnel have a role in supporting the smooth and successful school administration (Abdul, 2022). School administration personnel are responsible for the school administration process. According to Abdul (2022), administrative management which is the task of administrative staff is divided into 3 parts, namely:

1. Education and teaching section: in this section, administrative staff play a role in making cohorts, coordinating with Wakakur homeroom teachers who have not reported student attendance, coordinating with Wakakur homeroom teachers who have not submitted absorption and recap grades, compiling Dikjar reports, providing services to the general public / related agencies, providing services / information to guests conducting comparative studies, and providing services / information to students who are conducting research.
2. Finance and Personnel Section: In this field, administrative staff are responsible for preparing monthly reports and end-of-school-year accountability reports, coordinating the implementation of tasks and management of personnel and financial administration, checking the results of bookkeeping and reporting verification before ratification, receiving budget realization submissions and preparing details of ungu withdrawal plans at banks that attach physical supporting evidence, checking details of the use of outgoing money, verifying proof of financial receipt transactions, verifying all proof of financial receipt transactions, preparing financial accounting reports and monthly routine budget realization.
3. General section: administrative personnel have a role in coordinating inventory that is still good / damaged, controlling janitors during duty hours, assisting the Head of Administration in planning the needs of school infrastructure, coordinating the stock off name program for school facilities and infrastructure, compiling facilities and infrastructure monitoring, monitoring and providing reports on the implementation of the 6K maintenance program, coordinating facilities and infrastructure repair activities, and carrying out other tasks determined by the Head of Administration.

Based on Permendiknas No. 24 of 2008 concerning School Administration Personnel Standards, there are competencies that must be possessed by school administration personnel. There are two main dimensions that intersect with character education by administrative staff, namely the dimensions of personality competence and the dimensions of social competence (Priadi, 2012).

The school is a cultural center that plays an important role in the application of character through the school culture development approach. In this case, administrative staff have an obligation to form a conducive school culture (Priadi, 2012). Administrative personnel have a role in providing examples for all components in the school by showing positive performance. For this reason, administrative staff must provide excellent service to all parties involved in the educational process at school. The rules of excellent service include timeliness of service, accuracy of service, courtesy and friendliness, responsibility, completeness, ease of getting services, variety of service models, personal service, comfort in service, personal service, and service support attributes.

According to Seftiany and Desi (2014), school administration personnel have a role in several fields, namely:



1. Academic field: in this case, educators have the responsibility of procuring, basting and binding protas and promes; providing and distributing lesson schedules, learning unit models, grade promotion norms, and implementing student learning evaluations; recapitulating daily test scores, assignments, and end-of-semester exams; helping to make outgoing letters for teachers who attend training. In this field, school administrators have a role in improving services for internal customers, namely teachers and students.
2. Student affairs: in this field, administrative staff have the responsibility to prepare form forms, handle form collection, recap student data, collect student requirements and collect student registration money to be given to the school treasurer, provide information about students who are absent from school and make summons from the school, recap extracurricular data that students participate in and input grades on report cards and parent books. In the field of student affairs, administrative educators have a role in making it easier for student guardians, students and teachers to obtain information about students.
3. Personnel: educator administration personnel have a role to assist teachers and employees in completing the data and letters needed to propose promotions and transfers, recap data on the number of teacher absences and provide reports to schools, help find solutions to problems experienced by teachers. In this field, administrative personnel provide convenience in managing the workforce and improving the quality of internal services, consisting of teachers and principals.
4. Finance: Administrative staff are responsible for preparing school budget and expenditure plans and reporting on them. In this role, administrative personnel provide smooth reporting and implementation of school activities.
5. Facilities and infrastructure: administrative staff are in charge of checking book supply proposals before they are submitted to the principal, providing stationery needed by the library, storing teaching aids, recording borrowing of learning tools, and checking proposals for procurement of teaching aids. The role of administrative staff in this field minimizes errors in making proposals and facilitates the procurement of goods.
6. Public relations: school administrators have the task of taking minutes, organizing attendance lists, and making and distributing meeting invitations. In addition, educators also need to handle permission letters and proposals that come from other institutions, then dispatch them and confirm them back to the institution. Then also make a notification letter to the community that there is an activity at school. In this case, school administration personnel provide convenience in handling letters and improve the quality of service to external parties.

Based on Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2024) the purpose of the independent curriculum is to realize meaningful and effective learning to increase faith and devotion to God Almighty, form noble character and foster copyright, taste, and karsa for students with Pancasila character. Pancasila learners are based on the consideration of global changes and national development based on the mandate of the 1945 Constitution and Pancasila. It becomes the basis in determining the direction of education policy. Through education based on the 1945 Constitution and Pancasila, education is directed to form learners into citizens who can maintain and develop cultural heritage and actively contribute to advancing welfare.

The knowledge and skills that are important to be formed in Indonesian students are formed in 6 ptofil dimensions that must be built together in each Indonesian student.

The six dimensions in question are faith, devotion to God Almighty; Mutual Cooperation; Critical Reasoning; Global Diversity; Independent; and Creative.



All of these dimensions are interrelated and influence each other, so that each dimension cannot stand alone. The Pancasila learner profile dimension is realized through three ways, namely as learning materials in intracurricular activities, as learning experiences or teaching strategies used by teachers, and as cocurricular activity projects. In addition, it is important to create a learning environment conducive to shaping the Pancasila learner dimension.

The incorporation of the Pancasila learner profile dimension in intracurricular activities is realized through several learning aspects, such as learning outcomes, learning objectives, and materials taught. The dimensions of the Pancasila learner profile are not only limited by one particular subject, but also the integration of various learning contents. In providing learning experiences and teaching strategies, Pancasila learners must have learning experiences that are relevant to students' knowledge and interests. This can be realized by involving question and answer activities and sharing viewpoints together with their classmates. Not only in intracurricular education, Pancasila learner profiles can also be formed through other programs in the form of extracurricular activities. These activities aim to develop the interests and talents of students.

## Discussion

Indonesian education implementing the Merdeka Curriculum is an important step in national education reform efforts. The Merdeka Curriculum aims to provide freedom in the learning and teaching process, and prioritizes the development of students' individual characters, skills and interests (Wahyudin et al., 2024). With this approach, it is expected that each student can learn according to their potential and uniqueness. However, the successful implementation of this curriculum depends on various elements, one of which is the role of school administration personnel.

School administrators have very broad responsibilities in organizing and managing the administration. They are in charge of preparing monthly reports and end-of-school-year accountability reports, which are important for school performance



evaluation. In addition, they also coordinate the implementation of tasks and manage personnel and financial administration (Abdul, 2022). By ensuring all the resources necessary for learning are available and well managed, administrative personnel help improve the efficiency of school operations. This allows teachers to focus more on teaching and direct interaction with students, which is at the core of the learning process.

Besides administrative management, school administrators also play an important role in supporting teachers in various other administrative tasks. They assist in procuring, stapling and binding prota (annual program) and promes (semester program). The organization and distribution of lesson schedules become more structured with their help. In addition, they are also responsible for recapitulating the scores of daily tests, assignments, and end-of-semester exams, as well as helping to make outgoing letters for teachers who attend training (Seftiany and Desi, 2014). With the support of administrative personnel, teachers can concentrate more on the learning process, which directly contributes to improving the quality of education in schools.

School administrators serve as facilitators in creating a positive learning environment. They play a key role in creating a conducive learning atmosphere through efficient administrative support (Ulfah, 2023). A good learning environment not only improves academic outcomes, but also contributes to the development of students' character and social skills. With a supportive atmosphere, students are more motivated to learn and actively participate in school activities, which impacts their engagement in the educational process.

School administrators also act as a bridge between education policy and implementation on the ground. They play an important role in linking curriculum policies with practices in the field (Savitri et al., 2020). This bridge is very important because it helps to eliminate the gap between theory and practice, so that curriculum implementation can run smoothly. Through good coordination, administrative personnel can ensure that all established education policies can be implemented effectively, positively impacting the quality of education.

In addition, school administrators also play a role in communicating with parents and the community. They provide information about students who are absent from school, make summons from the school, and recap extracurricular data that students participate in (Seftiany and Desi, 2014). By inputting grades in report cards and parent books, they make it easier for guardians, students and teachers to obtain relevant information. This effective communication not only increases parental involvement in education but also helps students develop better social skills, making education a joint endeavor involving all parties.

Thus, school administrators play a very important role in supporting the implementation of Merdeka Curriculum. They are not only administrative managers, but also facilitators who create a positive learning environment and support student character development. Through their role, education in Indonesia can transform for the better, preparing a generation that not only excels academically but also has strong character and good social skills. With the right support, school administrators can help ensure that the vision of a more independent and inclusive education is achieved.

## **Conclusion**

In the implementation of the Merdeka Curriculum, school administrators hold a crucial position that extends beyond mere administrative tasks. They serve as key facilitators in fostering a supportive and effective learning environment. By ensuring



effective organization, management, and communication with all stakeholders—including teachers, students, and parents—administrators can significantly enhance the curriculum's success. Their role involves not only overseeing daily operations but also inspiring collaboration among educators to adopt innovative teaching methods that align with the curriculum's objectives.

Moreover, raising awareness about the responsibilities of school administrators is essential for maximizing their impact on educational outcomes. Training programs and workshops can equip them with the necessary skills and knowledge to navigate challenges effectively. Ultimately, empowered school administrators can lead initiatives that promote a culture of continuous improvement, thereby contributing to the overall enhancement of educational quality within their institutions. Their leadership is vital for realizing the full potential of the Merdeka Curriculum in fostering student success and engagement.

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