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Evaluation of Learning Administration at Adinda Private Kindergarten in Tebing Tinggi City in Implementing the Independent Curriculum

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Abstract: This study aims to evaluate learning administration at Adinda Private Kindergarten in Tebing Tinggi City in the implementation of the Merdeka Curriculum, covering lesson planning, learning implementation, child development assessment, and the supporting and inhibiting factors. This study employed a qualitative approach with a descriptive method. The research informants consisted of the school principal and teachers selected using purposive sampling. Data were collected through observation, interviews, and documentation, and then analyzed through data condensation, data display, and conclusion drawing and verification. Data trustworthiness was established through source and method triangulation. The findings indicate that learning administration has been prepared regularly; however, its implementation does not yet fully align with the principles of the Merdeka Curriculum. In terms of planning, learning objectives have not been fully derived from the Learning Outcomes (Capaian Pembelajaran), and learning activities tend to be uniform for all children. Learning implementation also remains predominantly teacher-centered, while child development assessment is not yet supported by systematic portfolio documentation or the optimal use of assessment results. The main obstacles include teachers' limited technical understanding, insufficient training and mentoring, administrative workload, manual record-keeping, and irregular academic supervision. This study highlights the importance of practice-based mentoring, strengthening teacher competencies, improving assessment documentation, and implementing continuous supervision to ensure that learning administration functions as a pedagogical guide for supporting child-centered learning.

Keywords: Early Childhood Education, Learning Administration, Learning Assessment, Merdeka Curriculum, Private Kindergarten.

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INTRODUCTION

Early childhood education is a fundamental stage in developing a child's potential, covering cognitive, language, social-emotional, physical-motor, as well as religious and moral aspects. To support this development, kindergarten (TK) institutions need to carry out learning in a planned, systematic way that matches the characteristics of the children. One important aspect that supports successful learning is learning administration, which

includes planning, implementation, assessment, and documentation of the child's development (Utami, Gumilar, & Lestari, 2024; Safitri, et al., 2025).

The implementation of the Merdeka Curriculum gives teachers the chance to develop flexible, contextual, and child-centered learning. In early childhood education, this curriculum emphasizes learning through meaningful play activities that match the developmental needs of the students (Aniza, Hendriawan, & Arzaqi, 2024; Kristina, Munawar, Khairani, Siraj, & Najmuddin, 2026). Therefore, teachers need to have the ability to organize learning administration that aligns with curriculum principles and supports the optimal implementation of learning activities.

However, implementing the Merdeka Curriculum requires teachers to be ready to understand the curriculum, plan lessons, carry out assessments, and document children's progress. These various aspects need attention so that learning administration is not just about completing paperwork, but also serves as a guide for carrying out and improving learning. Evaluation is needed to see how well the administrative planning matches the teaching practices in the classroom (Nafisa & Fitri, 2023; Sansofa, Aulia, Adzani, & Sianturi, 2025).

Adinda Private Kindergarten in Tebing Tinggi city becomes the research context to examine the implementation of learning administration in applying the Independent Curriculum. Evaluating learning administration is important to get an overview of planning, document completeness, assessment implementation, and the challenges faced by teachers. This study can also help identify aspects that need to be improved in managing learning administration according to the needs of early childhood education institutions.

Based on the description, the study titled “Evaluation of Learning Administration at Adinda Private Kindergarten in Tebing Tinggi City in the Implementation of the Independent Curriculum” aims to analyze the implementation of learning administration, its alignment with the principles of the Independent Curriculum, as well as the factors that support and hinder its application. The results of the study are expected to serve as evaluation material for principals and teachers in improving the quality of learning administration, strengthening teacher competencies, and supporting the creation of a directed learning process that aligns with children's developmental stages.

Research (Istiqomah & Fauziah, 2023) discussing the evaluation of the implementation of the Independent Curriculum in early childhood education institutions. The study provides an overview of the curriculum implementation in supporting the learning process. Meanwhile, (Latifah, 2024) m study the implementation of the Merdeka Curriculum at the early childhood education level, including its application in learning activities. Unlike that research, (Pragista, et al., 2025) focused on training teachers in preparing learning administration based on the Merdeka Curriculum for early childhood education.

This research gap serves as the basis for examining learning administration at Adinda Private Kindergarten in Tebing Tinggi City. The study aims to analyze the alignment of planning documents, learning implementation, assessments, and child development documentation with the principles of the Merdeka Curriculum, while also identifying supporting and inhibiting factors. This focus is important so that the evaluation not only looks at the completeness of administrative documents but also considers their role in supporting child-centered learning.

The novelty of this research lies in its focus on evaluating learning administration in an integrated way within the context of private kindergartens in the city of Tebing Tinggi. The results are expected to provide an empirical picture of how administration aligns with teaching practices and to produce contextual improvement recommendations for teachers and principals. This novelty is contextual and revolves around the focus of the study, which needs to be confirmed through further review of previous research.

METHODS

The study titled "Evaluation of Learning Administration at Adinda Private Kindergarten in Tebing Tinggi City in the Implementation of the Merdeka Curriculum" uses a qualitative approach with a descriptive method. This approach was chosen to gain an in-depth understanding of the implementation of learning administration, from planning, conducting learning activities, assessments, to documenting children's development. According to (Creswell, 2018), Qualitative research is used to understand the meaning and experiences of individuals regarding a problem in its natural context.

The research was conducted at Adinda Private Kindergarten in Tebing Tinggi, with informants consisting of the principal and teachers who are directly involved in carrying out the learning process. The informants were selected using purposive sampling, based on their knowledge, experience, and involvement in managing learning administration. The hope is that these informants can provide relevant information about the implementation of the Independent Curriculum and how well the learning administration matches the needs of early childhood education institutions.

Data was collected through observation, interviews, and documentation. Observation was used to see how the learning was carried out and how teachers used administrative tools. Interviews were conducted to gather information about the process of preparing administration, teachers' understanding of the Merdeka Curriculum, and the challenges faced in its implementation. Meanwhile, documentation was done by reviewing lesson planning documents, assessment instruments, and records of children's progress available at the institution (Sugiyono, 2022).

Data analysis is carried out through three stages, namely data condensation, data presentation, and drawing conclusions and verification as stated by (Miles, Huberman, & Saldaña, 2014). At the condensation stage, the data collected is selected and grouped according to the research focus. Next, the data is presented systematically to make it easier to identify the alignment of learning administration with the Merdeka Curriculum principles. The final stage is done by drawing conclusions based on the research findings and rechecking the consistency of the collected data.

The validity of the data was checked through source and technique triangulation, which means comparing information from the principal and teachers, as well as matching interview results with observations and documentation. This process was done to boost the credibility of the findings and reduce the chance of misinterpretation. The results of the analysis were then used to identify the quality of learning administration, supporting and hindering factors in implementing the Merdeka Curriculum, and aspects that need improvement (Moleong, 2024). Thus, this research is expected to produce recommendations that can help improve the quality of administration and learning management at Adinda Private Kindergarten in Tebing Tinggi City.

RESULTS

The findings of this study on the evaluation of learning administration at Adinda Private Kindergarten in Tebing Tinggi City indicate that administrative procedures have been carried out regularly but still require improvement in terms of their substance and practical implementation. The findings are categorized into three main aspects: learning planning, learning implementation, and child development assessment, as well as the factors that support and hinder the implementation of the Merdeka Curriculum. Overall, the necessary administrative documents are available; however, their use as pedagogical guidelines for flexible, child-centered, and authentic assessment-based learning has not been fully optimized. This suggests that the quality of learning administration should be evaluated not only in terms of document availability but also in relation to its contribution to meaningful learning experiences and children's developmental needs.

Learning Planning Administration

The findings indicate that teachers routinely prepare learning administration documents, including semester programs, weekly activity plans, daily learning implementation plans, and other supporting documents. These documents generally contain learning objectives, core activities, learning materials, instructional resources, and assessment procedures. This condition demonstrates that the institution has established an administrative foundation to support the systematic organization of learning activities.

Nevertheless, interviews and document reviews reveal that the quality of learning planning requires further improvement. Learning objectives have not been fully formulated based on the Learning Outcomes (*Capaian Pembelajaran* or CP), while the planned activities tend to be uniform for all children. Consequently, the planning process does not yet adequately accommodate differences in children's interests, readiness levels, and developmental needs. One teacher, identified by the code G3, explained the planning process as follows:

Teacher G3:

"I usually refer to examples from other sources or the daily lesson plans from the previous semester and then adjust them to the theme for the current week. Honestly, I do not yet fully understand how to translate the Learning Outcomes into specific learning objectives."

The same teacher also stated:

"Not yet, Ma'am. We use one daily lesson plan for all children, and the activities are the same."

These statements indicate that the challenges associated with learning planning extend beyond document preparation to include teachers' understanding of how to translate the principles of the Merdeka Curriculum into appropriate learning objectives and activities. Referring to previously developed lesson plans may help teachers complete administrative tasks more efficiently. However, without adequate adjustments based on the Learning Outcomes and children's individual characteristics, this practice may result in routine planning that is insufficiently responsive to learners' needs.

These findings also highlight the importance of technical training and practice-based mentoring. Teachers need opportunities to formulate learning objectives, design varied play-based activities, and adapt learning experiences to children's developmental stages. Such support would enable learning administration to function as a meaningful pedagogical guide rather than merely a collection of documents prepared to fulfill administrative requirements. Furthermore, collaborative planning and regular reviews of teaching materials could help teachers develop more contextualized and developmentally appropriate learning activities.

Learning Implementation Administration

Regarding learning implementation, the findings show that teachers organize learning activities into introductory, core, and closing sessions. Play-based learning activities are also implemented to support children's language, cognitive, motor, and religious and moral development. In addition, the availability of educational play equipment serves as a supporting factor in creating an enjoyable and stimulating learning environment.

Despite these positive aspects, classroom activities remain predominantly teacher-centered. Whole-class activities and direct teacher instructions continue to dominate the learning process, while opportunities for children to select activities according to their interests and needs remain limited. This condition indicates a gap between the availability of learning documents and the actual implementation of learning principles that encourage exploration, independence, and active participation among children.

The findings further indicate that teachers regularly complete daily activity journals, although their use remains largely administrative. These journals have not been

consistently utilized to reflect on children's responses, identify learning difficulties, or determine adjustments for subsequent activities. In practice, daily records can provide valuable information about children's participation, interests, and developmental progress. When systematically reviewed, such information can help teachers evaluate the suitability of learning activities and improve their instructional strategies.

Therefore, the evaluation of learning implementation administration should consider not only whether classroom activities correspond to written plans but also how those plans are translated into actual interactions between teachers and children. Learning that aligns with the principles of the Merdeka Curriculum requires a balanced approach that combines appropriate teacher guidance with opportunities for play, exploration, decision-making, and active participation. In this regard, administrative records should serve as a basis for reflection and continuous improvement rather than being treated solely as documentation requirements.

Assessment and Evaluation of Child Development

Regarding assessment and evaluation, the study found that teachers observe children's development on a daily, weekly, and monthly basis. The observations are recorded in assessment sheets and subsequently used to prepare semester development reports. These practices indicate that monitoring children's development has become an established component of the institution's learning administration.

However, several challenges remain in the assessment process. Assessments tend to be subjective and place greater emphasis on final outcomes than on the learning process itself. In addition, portfolio documentation has not been systematically organized, as some children's work is not accompanied by developmental descriptions, teacher reflections, or explanatory notes that would help parents understand their children's learning experiences. Consequently, assessment information has not been fully utilized to design appropriate follow-up activities that address individual developmental needs.

These findings demonstrate that the availability of assessment sheets does not automatically guarantee the quality of child development evaluation. Teachers require a systematic documentation process through which observational records, children's work, and developmental information can be collected and organized consistently. Such documentation can provide a more comprehensive picture of each child's progress, help identify areas requiring further stimulation, and support communication with parents regarding children's learning and development.

Furthermore, assessment should be regarded as an integral part of the learning process rather than merely a reporting requirement. By systematically documenting and reviewing children's developmental progress, teachers can identify appropriate learning strategies, adjust activities according to individual needs, and provide more relevant developmental support. Strengthening portfolio management and reflective assessment practices is therefore essential to improving the quality of learning administration in early childhood education.

Challenges in Implementing Learning Administration

The study identified several major challenges in implementing learning administration under the Merdeka Curriculum. These include teachers' limited technical understanding, insufficient training and mentoring, administrative workload, manual record-keeping, and irregular academic supervision. Teachers' limited understanding is particularly evident in formulating learning objectives based on the Learning Outcomes and developing differentiated learning activities.

Meanwhile, administrative responsibilities require teachers to divide their time among classroom instruction, documenting children's development, preparing learning documents, and reflecting on teaching activities. Manual record-keeping may also complicate the organization and retrieval of information when documentation is not

maintained systematically. These conditions can reduce the time available for teachers to evaluate learning activities and develop instructional strategies that respond to children's individual needs.

Interview findings from the head of the institution, identified by the code KS, indicate that the training provided to teachers has been limited.

Head of the Institution:

"We have only received general socialization about the curriculum; there has been no direct mentoring in preparing teaching materials."

This statement suggests that general curriculum socialization has not fully addressed teachers' practical needs in implementing the curriculum in their daily administrative and instructional activities. Teachers require more practical assistance, including exercises in formulating learning objectives, reviewing teaching materials, designing authentic assessment instruments, and developing children's portfolios.

In addition, regularly scheduled academic supervision is necessary to provide constructive feedback on the quality of learning planning and implementation. Through continuous supervision, school leaders can identify teachers' professional development needs, monitor the use of administrative documents, and support improvements in classroom practice. The following table summarizes the evaluation findings across the main aspects of learning administration and the challenges encountered in implementation.

Table 1. Summary of the Evaluation of Learning Administration in the Implementation of the Merdeka Curriculum at Adinda Private Kindergarten, Tebing Tinggi City

Research Aspect	Key Findings	Identified Problems
Learning planning	Learning documents are prepared regularly and contain the main components of instructional planning.	Learning objectives are not fully aligned with the Learning Outcomes, and activities remain uniform across children.
Learning implementation	Classroom activities follow established learning stages and utilize educational play equipment.	Learning remains predominantly teacher-centered, and children's opportunities to choose activities are limited.
Assessment and evaluation	Children's development is observed periodically, and semester reports are available.	Assessment practices are not yet fully authentic, and portfolio documentation is not systematically organized.
Teacher competence	Teachers have experience in preparing learning administration documents.	Technical understanding and practical mentoring in implementing the Merdeka Curriculum remain limited.
Administrative management	Learning journals and administrative documents are used in the institution.	Record-keeping remains manual, administrative workloads are substantial, and academic supervision is irregular.

Based on the overall findings, the main issue in learning administration lies in the gap between the formal completeness of administrative documents and the quality of their practical implementation. Although the necessary documents are available, they have not been fully utilized to support flexible, child-centered, and assessment-informed learning. Consequently, improvement efforts should focus on strengthening teachers' competencies through practice-based mentoring, using assessment results to plan subsequent learning activities, improving portfolio documentation, and implementing continuous academic supervision.

These measures are expected to strengthen the pedagogical function of learning administration and ensure that administrative practices contribute more directly to the quality of classroom instruction. By integrating planning, implementation, and assessment

into a continuous process, the institution can better support teachers in responding to children's developmental needs and creating meaningful learning experiences in accordance with the principles of the Merdeka Curriculum.

DISCUSSION

Research on the evaluation of learning administration at Adinda Private Kindergarten in Tebing Tinggi shows that the completeness of administrative tools does not fully reflect the quality of the implementation of the Merdeka Curriculum. Learning administration has been prepared regularly, but there is still a gap between written planning and actual teaching practice. This situation shows that administration is not just a formal document, but also a guide for teachers in designing, carrying out, and evaluating learning according to children's developmental needs. Therefore, the quality of administration needs to be assessed based on both the completeness of documents and their alignment with flexible, child-centered learning principles.

In terms of planning, the research findings show that teachers still have difficulty formulating learning objectives based on Learning Outcomes (CP) and designing activities that suit the individual needs of children. This condition is in line with previous research (Nata, et al., 2026; Minalia, Harianto, & Anisah, 2026) which discusses the difficulties teachers face in developing teaching modules based on the Merdeka Curriculum. This similarity shows that understanding the structure and substance of the curriculum is an important factor in preparing learning materials. In the context of Adinda Private Kindergarten, using previous RPPH examples without proper adjustments could make learning activities uniform and less responsive to differences in interests, readiness, and abilities of the children. Therefore, teachers need practical guidance to be able to develop planning that is more contextual and fits the characteristics of the students.

Findings about that planning can also be compared with research (Rahayu, Maranatha, & Justicia, 2023; Hermawati, Pujianti, Puspita, Puspita, & Jannah, 2026) about the management of learning planning administration at TK Harapan Umat Karawang. The study discusses the management of learning planning administration, including the preparation of teaching materials and challenges in understanding Learning Outcomes and learning objectives. This comparison shows that administrative management requires an understanding of the curriculum and collaboration among teachers. At Private Kindergarten Adinda, regular discussions and joint reviews of learning materials can serve as a strategy to improve the quality of planning. Through these activities, teachers can share experiences, evaluate learning goals, and develop a variety of activities that provide children with the space to learn according to their developmental needs.

In terms of implementation, the research found that learning activities have followed the stages of opening, main activities, and closing, and are supported by the use of educational play tools. However, learning still tends to be teacher-centered and hasn't fully given children the freedom to choose activities based on their interests. This finding aligns with previous research (Anggraini, Suriansyah, & Novitawati, 2024; Aulia, Muttaqin, & Husna, 2026) who examines the implementation of the Merdeka Curriculum at the early childhood education level in Bajawa District, Ngada Regency, and identifies obstacles in teachers' understanding and application of the curriculum. This similarity shows that curriculum implementation doesn't just rely on the availability of learning tools, but also requires teachers' ability to translate curriculum principles into real activities. In this case, teachers at Adinda Private Kindergarten need to develop learning that gives children opportunities to explore, interact, and actively engage in play activities.

Besides implementing learning activities, using daily journals is also an important aspect of administrative evaluation. Research shows that daily journals have been filled out, but they haven't been used optimally as a tool for reflecting and improving learning activities. Actually, recording children's responses and development can help teachers recognize activities that work well and those that need adjustments. For this reason, daily

journals need to be developed into a source of information that supports pedagogical decision-making. Teachers can use these notes to adjust media, methods, and the level of challenge in activities based on children's responses during the learning process.

In terms of evaluation, the research results show that the observation of child development has been carried out regularly and the results are used to prepare semester reports. However, the assessment still tends to be subjective, more focused on the final results, and not yet supported by systematic portfolio documentation. These findings can be compared with other research (Ramadhani, Handayani, & Mustikasari, 2026) about the evaluation of the implementation of learning outcome assessments for early childhood at RA PAS Bina Tazkiya Simo Slahung Ponorogo. The study discusses the implementation of learning outcome evaluations, including assessment techniques and reporting on children's development. In the context of Adinda Private Kindergarten, the study's findings emphasize the importance of strengthening assessment documentation so that the results of evaluations are not just administrative reports, but can also be used to understand each child's development and determine follow-up learning actions.

The quality of learning evaluation is also related to teacher competence, training, and guidance provided by the institution. In this study, the head of the institution stated that new teachers only received general socialization and have not yet received direct guidance in preparing teaching materials. This situation aligns with the research (Sheila, Saranani, & Damsir, 2026) about training and mentoring teachers in the implementation of the Merdeka Curriculum at POS PAUD Nusa Indah Teluk Bakau. The study highlights the importance of training and mentoring activities to support the improvement of teacher competencies. Based on this comparison, strengthening learning administration at Adinda Private Kindergarten needs to be done through practice-based training, teacher discussions, preparing assessment instruments, and developing children's portfolios. In addition, scheduled academic supervision is needed to provide feedback and ensure that learning tools are applied correctly.

Overall, this study shows that the main challenge in implementing the Merdeka Curriculum at Adinda Private Kindergarten in Tebing Tinggi City lies in the gap between the completeness of administrative formats and the quality of their implementation. The findings highlight the importance of integrating planning, teaching, and learning evaluation as interconnected parts of a single process. Unlike studies that focus on just one aspect, this research provides an overview of how these three administrative aspects are related within the context of a private kindergarten. The study contributes by identifying areas that need improvement, including strengthening teachers' understanding of Learning Outcomes, applying child-centered learning, refining authentic assessments, and enhancing academic supervision. Thus, improving the quality of learning administration needs to be aimed not just at completing documents, but also at using them as a basis to enhance the quality of the learning process and support children's development in an optimal way.

CONCLUSION

This study concludes that learning administration at Adinda Private Kindergarten in Tebing Tinggi City has been prepared on a regular basis; however, its implementation does not yet fully reflect the principles of the Merdeka Curriculum, particularly in terms of planning based on Learning Outcomes (Capaian Pembelajaran), child-centered learning, and authentic assessment practices. These findings reveal a gap between the completeness of administrative documentation and the quality of its implementation, which is influenced by teachers' limited competencies, insufficient mentoring, administrative workloads, and suboptimal academic supervision. In practical terms, this study highlights the need for practice-based training, the strengthening of teacher learning communities, improvements in portfolio documentation, and continuous academic supervision. Nevertheless, this study is limited to a single educational institution and employs a

qualitative approach; therefore, its findings cannot be widely generalized. Future research is recommended to involve multiple early childhood education institutions, compare learning administration practices across different settings, and examine the effectiveness of mentoring programs and administrative digitalization in improving the quality of Merdeka Curriculum implementation.

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