



EFFECTIVENESS OF THE MERDEKA TEACHING PLATFORM (PMM) AS A MEDIA FOR TEACHER PROFESSIONAL DEVELOPMENT IN DRIVE SCHOOLS

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Abstract

This research aims to analyze the effectiveness of the Merdeka Mengajar Platform (PMM) as a medium for developing teacher professionalism in Sekolah Penggerak. The study was conducted in several Sekolah Penggerak in the Sindangwangi District of Majalengka Regency, involving teachers and school principals as the main participants. A qualitative approach with a case study method was used to explore in-depth data related to the experiences, perceptions, and impact of PMM usage on teacher professional competence. The research findings indicate that PMM significantly contributes to supporting the development of pedagogical and managerial competencies of teachers, especially through its integrated continuous development features. However, its effectiveness is influenced by factors such as technology access, user motivation, and school institutional support. This research recommends strengthening PMM usage training and improving supporting infrastructure to optimize the benefits of this platform in supporting the Sekolah Penggerak program.

Kata kunci: *Effectiveness, Independent Teaching Platform, Career Development, Teacher Work Performance, Driving Schools*

INTRODUCTION

The era of digitalization has brought significant transformation in the world of education, including in Indonesia. The government, through the Ministry of Education, Culture, Research and Technology, has introduced various innovations to support improving the quality of education, one of which is the Merdeka Mengajar Platform (PMM). PMM is designed as a digital tool that helps teachers and school principals access learning resources, carry out self-evaluations, and design adaptive learning according to student needs. As part of the implementation of the Merdeka Curriculum, PMM is expected to be a catalyst for improving the quality of teacher professionalism and learning effectiveness in Pengmobil Schools (Subroto et al, 2023).

To have quality human resources not only in science and technology but also with strong character, the government drafted a law on the education system

No. 20 of 2003. In Article 3 of this law, it is stated that national education functions to develop abilities and shape character and a dignified national civilization in order to make the nation's life more intelligent. National education aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This also covers all levels of education, including elementary school (Patilima, 2023).

Mobilizing Schools is a flagship government program that aims to accelerate educational transformation at various school levels. In this program, teachers are required to not only have strong pedagogical competencies, but also be able to utilize technology optimally in the learning process. PMM, as one of the main instruments in supporting this goal, provides various features that support teacher career development, such as online training, teaching materials, and assessment guides. However, the effectiveness of PMM in supporting the career development and work performance of teachers at Mobilizing Schools has not been studied in depth. PMM provides equal opportunities for educators to be able to learn and improve their competencies whenever and wherever educators are. The "Learning" feature in MMP provides independent training facilities for educators and education staff to obtain various quality training materials and study them independently (Kemendikbud, 2021).

Prianti (2022), explained that the need for the Independent Teaching Platform is important for every teacher to support learning activities. However, unfortunately, this research does not provide concrete evidence that explains the concept of the Merdeka Belajar Platform clearly and clearly. Meanwhile, Budiarti (2022) found that the use of MMP is constructive for teachers in developing their potential to inspire and teach better, as evidenced by the affirmative response from 87.6% of respondents in terms of developing teacher competence. And 86.6% of respondents agreed that MPP contributed to the learning process. Research by Marisana, et al (2022) explains that the Merdeka Mengajar Platform (PMM) is the right method to increase the development of competency, innovation and creativity of elementary school teachers, especially.

Various challenges such as access to technology, teacher readiness in adopting digital platforms, and institutional support are important variables that influence the success of PMM implementation. Therefore, this research focuses on analyzing the effectiveness of PMM as a tool for career development and improving teacher work performance at Pengpeng School. This study is expected to provide empirical insight and practical recommendations for optimizing the use of PMM, especially in supporting the development of teacher professionalism in the current era of educational transformation (Kemendikbud, 2021).

RESEARCH METHODOLOGY

This research uses a qualitative approach with a case study method to explore the effectiveness of the Merdeka Mengajar Platform (PMM) as a tool for career development and improving teacher work performance at Pengmobil Schools. The research was conducted at two Driving Schools in Sindangwangi

District, Majalengka Regency, West Java Province, namely SDN Buahkapas and SDN Padaherang 1. This research design was an exploratory descriptive study to explore in depth how teachers and school principals utilize PMM and the factors that influence its success. The focus of the research is on user experience, implementation of PMM features, and their impact on career development and teacher work performance. The research subjects consisted of teachers at driving schools who actively used PMM and school principals who played a role in supporting the implementation of PMM.

Data was collected through in-depth interviews with teachers and school principals to explore their perceptions, experiences and challenges in using PMM. Observation of learning and professional development activities using PMM. Documentation in the form of PMM usage reports, training results records, and teacher performance evaluation documents. The collected qualitative data will be analyzed using thematic analysis. This analysis aims to identify the main patterns or themes that emerge from the data, thereby providing an in-depth understanding of the effectiveness of PMM in the research context.

RESULTS AND DISCUSSION

Driving School Program

The concept of independent learning is a response to the needs of the education system in the era of the industrial revolution 4.0. Nadiem Makarim as Minister of Education of the Republic of Indonesia, as quoted by Tempo. com 2019, emphasized that freedom to learn is freedom to think that starts with the teacher. Students are not only taught information they are expected to remember and remember when asked, instead they learn to think critically in a non-conformist and unfettered way. Teachers who educate as a practice of teaching freedom are not only to share information but to share in the intellectual and spiritual growth of students (Sibagariang et al, 2021).

Independent learning creates students who are not only smart in memorizing learning but have sharp analysis and reasoning in solving a problem. Students are also expected to be able to have character. In independent learning, teachers must have the ability to master learning material and develop it in depth into material that is interesting and fun to discuss using technology as a medium in learning, so that students have high motivation in learning to develop their existing abilities. . Students' creativity and creativity will grow if teachers are able to design learning that challenges them to be creative actively (Sibagariang et al, 2021).

The spearhead of the transformation of independent learning education is the driving teacher. Driving teachers do not only follow the prescribed curriculum, but rather, strive to change all learning activities to achieve or maintain the standards of the Pancasila Student Profile, namely students who are faithful, devout, have noble morals, are more creative, are able to work together, have a global spirit of diversity. , think critically, and have independence. Teachers driving learning must be able to balance the demands of the times in the modern era in terms of character education as a basis for students to remain wise in facing the challenges of an increasingly developing era, and have a critical attitude in responding to all available information. A driving teacher is a teacher

who moves other teachers in independent learning to develop students' potential holistically. Teachers driving independent learning not only have the ability to manage learning effectively but must be able to create good relationships with students in the school community by using existing technology to improve the quality of learning and must carry out continuous reflection and evaluation in order to continually improve learning practices. continuously. Driving teachers must be able to become role models who have the ability and fighting power to bring about a good change in the educational ecosystem within their school and in other school units (Sibagariang et al, 2021).

Independent Teaching Platform

The Merdeka Mengajar platform offers five items divided into categories such as educator development and learning activities. Teacher development products include: (1) Inspirational Videos, which are a source of increasing the competence of educators, containing selected motivational videos made by the Ministry of Education and Culture and experts. (2) Teachers can carry out individual training anytime and anywhere with Independent Training, which includes various short training materials. (3) Proof of My Work, which is used to describe performance, competence and achievements while carrying out the teaching profession and main profession, is a place for work documentation. Additionally, MMP serves as a place for colleagues to provide comments and share successful strategies. Products for teaching and learning activities include: a. Student Assessment, which helps teachers carry out immediate diagnostic analysis of literacy and numeracy so that they can apply learning that is relevant to children's developmental and academic stages. b. Teaching Kit, which includes various teaching aids to enhance learning and teaching tasks, such as textbooks, teaching aids, teaching modules and project aids (Sumandya, 2022).



Figure 1. Merdeka Mengajar Platform
Source: <https://guru.kemdikbud.go.id>

The Merdeka Mengajar (PMM) platform aims to create a collaborative ecosystem that encourages effective learning and a positive work environment (Rohimat, 2022). The Merdeka Mengajar (PMM) platform includes online learning communities, independent learning, career planning and improvement (developing teacher portfolios), content crowdsourcing (content development refers to contributions that can be made by a wide audience), online learning

communities (fellow educators can learn from each other, help, support and share), and teacher professional networks (platforms that present teachers' professional profiles, experiences and skills) (Dewi Surani, Aas Nur Asnawati, 2022).

This research reveals several main findings regarding the effectiveness of the Merdeka Mengajar Platform (PMM) as a tool for career development and work performance for teachers at Pengmobil Schools, namely:

1. Teachers' use of PMM features.

Teachers at SDN Buahkapas and SDN Padaherang 1 take advantage of various PMM features, such as independent training. The teachers feel that this feature helps them improve their professional competence, especially in understanding the Merdeka Curriculum. Competency assessment, teachers use this module to evaluate their performance and develop improvement strategies. Learning resources, this feature provides relevant references to support creative and innovative learning planning.

2. Increasing Teacher Competence and Work Performance.

Most teachers report that the use of PMM has a positive impact on career development, so that teachers are more confident in participating in certification, training or professional competitions. Apart from that, teachers' work performance shows improvements in terms of preparing learning tools, implementing evaluations, and active participation in school programs.

The Effectiveness of PMM in Supporting Teacher Professional Development.

The research results show that PMM is effective in increasing teacher competency, in line with the objectives of the Independent Curriculum. Features such as Self-Training and Learning Resources provide easy access for teachers to develop their skills independently. This is in accordance with technology-based learning theory which states that digital platforms can be a means of developing competencies if they are designed well. PMM is proven to support the achievement of the Mobilization School's goals in encouraging digital-based educational transformation. Teachers who are skilled at using PMM not only improve the quality of learning but also become agents of change in the school community.

Barriers to using PMM, such as technological limitations and lack of assistance, indicate the need for intervention from related parties. This research recommends improving technology infrastructure in schools, continuous training, and the formation of learning communities to support collaboration between teachers in utilizing PMM.

Following up on the effectiveness of using PMM in an effort to increase teacher competency development, according to [Budiarti, 2022] in his findings, 63.3% of respondents strongly agreed with the information and inspiration obtained through PMM in supporting teacher development. Meanwhile, in terms of the degree of insight asked, 66.7% agreed that PMM is a platform that provides knowledge and adds insight regarding the role of educators. And around 70% of teachers agree that the features offered in MMP help improve competence in teaching. This certainly shows that the role of MMP is important in efforts to improve teacher competence. However, as stated by (Silaswati, 2022), teachers do not fully understand how to utilize MMP and implement the independent program into their teaching activities in elementary schools. So, there is a need

for further programs and advanced strategies that function to increase the effectiveness and accuracy of using the platform in the learning process. Even though many useful features are offered, there needs to be development in teachers' usage patterns and understanding.

CONCLUSION

This research shows that the Merdeka Mengajar Platform (PMM) is effective as a tool to support career development and increase teacher work performance at Pengmobil Schools. Teachers utilize features such as Self-Training, Learning Resources, and Competency Assessments to improve professional competence, develop innovative learning tools, and evaluate their performance independently. The positive impact of PMM can be seen in improving the quality of learning, teacher confidence in facing professional challenges, and their contribution to the success of the Mobilizing Schools program. However, the effectiveness of PMM is influenced by several obstacles, such as limited access to technology and lack of assistance in its use. This shows the importance of support in the form of improving infrastructure, continuous training, and strengthening collaboration between teachers to ensure optimal benefits of PMM.

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